

**Thursday, December 2, 2021**

9:00 AM Charles Hunter Room, Hunter Conference Center & Virtual

**ACTION**

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|----|---|-----------------------|
| 1  | Welcome   | Verbal                |
| 2  | Approval of Minutes from August 12, 2021                                | <a href="#">Tab A</a> |
| 3  | Policy 5.0 Threat Management & Safety Intervention                      | <a href="#">Tab B</a> |
| 4  | Policy 5.27 Non-Discrimination/Anti-Harassment                          | <a href="#">Tab C</a> |
| 5  | Policy 5.60 Sexual Misconduct   | <a href="#">Tab D</a> |
| 6  | Policy 5.66 Whistleblower Protection Act                                | <a href="#">Tab E</a> |
| 7  | Policy 11.2 Student Conduct Code  | <a href="#">Tab F</a> |
| 8  | Policy 11.8 General Student Fee Advisory Board                          | <a href="#">Tab G</a> |
| 9  | Policy 12.2 Name, Image, and Likeness Policy                            | <a href="#">Tab H</a> |
| 10 | R401 - BS in Geospatial Sciences (2nd Read) <i>Rich Christiansen</i>    | <a href="#">Tab I</a> |
| 11 | R401 - BS in Environmental Sciences (2nd Read) <i>Rich Christiansen</i> | <a href="#">Tab J</a> |
| 12 | R401 - BA in Environmental Studies (2nd Read) <i>Rich Christiansen</i>  | <a href="#">Tab K</a> |
| 13 | R401 - BM in Commercial Music (2nd Read) <i>Sydney Nakken</i>           | <a href="#">Tab L</a> |

**CONSENT**

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|----|--|-----------------------|
| 14 | Investment Reports (June-September)  | <a href="#">Tab M</a> |
| 15 | Personnel - Early Retirement   | <a href="#">Tab N</a> |
| 16 | R401 - Master of Science/Didactic Program in Dietetics (1st Read) <i>Sydney Nakken</i> | <a href="#">Tab O</a> |
| 17 | R401 - Notification of Various Changes   | <a href="#">Tab P</a> |

**INFORMATION & REPORTS**

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|----|--|--------|
| 18 | Board Member Reports:<br>Jodi Hart Wilson (Engineering & USF), Beverly Burgess (STECH & Library) | Verbal |
| 19 | President's Cabinet Report   | Verbal |
| 20 | Motion to adjourn  | Verbal |

**Regular Business Meeting**

**Trustees present:** Chair Rich Christiansen, Vice Chair Jodi Hart Wilson, Trustees Myndee Kay Larsen, Sydney Nakken, Michael Wankier, Marilee Eyre, Shannon Dulaney, Beverly Burgess, Vance Smith, Nouman Kante. **Other University Officials Present or Listening In:** President Mindy Benson, Provost Jon Anderson, Vice Presidents Marvin Dodge, Jared Tippets, Stuart Jones, Athletic Director Debbie Corum, Maureen Redeker, Daneka Souberbielle, Richard Church, Shawn Christiansen, Todd Brown, David McGuire, Scott Carlile, Linda Font, Nathan Esplin, Andrew Burroughs, Matt Zufelt, Steve Carpenter, Bethany Larson, Jason Kaiser, Frank Hall, Jim Brandt, Skip Jones, Marci May, Ann Oberhelman, James sage, Heather Callison, Lindey Matheson, Derek Louder, Hannah Jenkins, Matthew Roberts, Jamie Campbell, Braden Roberts, Christy Florence, Dexter Humphreys, Morgan Bailey, Lori Ann Barnson, Allison Bulloch, Bill Heyborne, Katya Konkle, Amanda Healey, Jeff Tukuafu, Adam Lambert, Mitch Bealer, Pat Palmer, Shauna Mendini.

**Welcome by Chair Christiansen**

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The meeting called to order by Chair Christiansen at 1:04 PM. Welcome to our new President's Council members, Rheana Gardner (Faculty Senate President) and Dan Camp (Staff Association President). Dan couldn't be here today.

**Election of Officers**

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Marilee Eyre nominates Rich Christiansen as the Board Chair. Vote was unanimous. Rich Christiansen nominated Jodi Hart Wilson as vice chair. Vote was unanimous.

**ACTION ITEMS**

**Minutes from previous meeting**

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The minutes of the April 2021 meeting were presented for approval by Chair Rich Christiansen. Motion to approve the minutes as presented made by Myndee Kay Larsen; second by Beverly Burgess. Vote was unanimous.

**Policy 0.0 Policy Development Authority/Policy on Policies (replacing Policy 5.56)**

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The main change highlighted in this policy is that for non-substantive minor changes (i.e. changing Board of Regents to Board of Higher Education) the policy would go through an expedited revision process. This will allow for updates to policies that only require small non-substantive changes to happen quickly and without a multi-month process.

Motion to approve Policy 0.0 from Rich Christiansen, seconded by Jodi Hart Wilson. Vote was unanimous.

**Policy 5.39 Records Access and Management**

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This policy implements the state GRAMA law. Jodi Hart Wilson asked about if there was a requirement for the Board of Trustees to be trained about GRAMA.

Motion to approve Policy 5.39 from Shannon Dulaney, seconded by Michael Wankier. Vote was unanimous.

**Policy 6.0 Definition of Faculty**

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Provost Anderson explained that SUU is updating our clinical faculty positions in preparation for the new PsyD program. This will allow us to hire faculty who won't be on a tenure track with mostly clinical expertise (i.e. counseling). Updates their responsibilities and process for evaluation. Trustee Wankier asked if it touches on any other programs besides PsyD? The Provost said other clinical faculty might be possible in teacher supervision and as we start a Bachelor of Social Work program.

Motion to approve Policy 6.0 from Nouman Kante, seconded by Marilee Eyre. Vote was unanimous.

**Policy 6.8 Development and Revision of Curriculum and General Education**

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This policy combines several committees so there is only one curriculum committee. It also ensures every college and the library have representatives from the curriculum committee. General education committee is based on areas of general education instead of colleges. Changes also allow non-tenure track faculty to be a part of these committees.

Motion to approve Policy 6.8 from Marilee Eyre, seconded by Sydney Nakken. Vote was unanimous.

**Policy 6.15 Faculty Leaves**

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Added a category regarding other types of leave. The revisions place an emphasis on caring for faculty who are parents. This was a collaborative effort between faculty, staff, HR office. Policy allows a faculty member to have a reduced teaching load for the semester in which there is a birth or adoption of a child. Trustee Wankier asked if this makes us competitive or if it brings us in line with other schools. The Provost explained that we were only one of two USHE schools that didn't have a paid leave policy for faculty.

Motion to approve policy 6.15 by Michael Wankier seconded by Vance Smith. Policy was approved unanimously.

**Policy 8.2.1 Employee Educational Benefits**

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This is a revision proposed by the HR office. SUU provides a partially reduced education benefit for employees. For full time employees or spouse, tuition and fees are waived in total up to 9 credits. Provided a half tuition waiver for dependent children (26 and under). Accommodating workload to ensure the department responsibilities are fulfilled. Approval required with employees attending classes during the day. Allows for all education programs offered at SUU and Southwest Technical College (excluding PsyD program).

Motion to approve policy 8.2.1 by Jodi Hart Wilson and second by Michael Wankier. Vote was unanimous.

**Policy 9.12 Paid Parental Leave Policy**

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Marvin Dodge introduced this policy. It is a new policy and addition to SUU's benefit package. Businesses are doing more for parental leave and SUU needed to get in line. This goes along with Policy 6.15 which was just approved. Big process between faculty senate and staff association. Policy 9.12 becomes the backbone for faculty and staff parental leave. Staff paid parental leave for the birth or adoption of a child partners with FMLA which is 12 weeks of unpaid leave – they will run concurrently. 6 weeks of the FMLA will be paid. Provides options for new parents. This process will begin at the point of the event regarding what leave staff are taking and how long they will be out. Trustee Jodi Hart Wilson asked about the costs. Marvin said we are anticipating \$250,000 additional cost. Trustee Hart Wilson asked if we are anticipating this amount will grow? Marvin said it depends on number of pregnancies or adoptions each year. It will vary. Not worried that this is going to escalate beyond what we can manage. There is the potential for more employees to use the benefit, but overall it is affordable for us. Trustee Vance Smith asked if there was a Parental Leave Policy in place prior to this. Marvin explained we have only had FMLA available.

Motion to approve policy 9.12 by Shannon Dulaney seconded by Vance Smith. Vote was approved unanimously.

**USHE Performance Measures**

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Provost Anderson introduced the topic of performance measures. SUU has been working internally to develop our next strategic plan. USHE has been doing the same thing. This is regarding the metrics to benchmark success. USHE has identified areas they want the whole system to improve. We are recommending we adopt the stretch goals they gave us and we will be able to meet them. Trustee Wankier asked what team from the university goes to work to make these goals happen? For access – it is the Enrollment Management team. Timely completion is shared between student affairs and academic affairs. High yield graduates is also shared between academic affairs and student affairs. Team effort across all three. Nouman Kante asked if these goals will shift classroom sizes? Provost Anderson said these specific metrics will not change class size. These metrics are more about how many students we can keep. Faculty Senate President Rheana Gardner said that from the faculty standpoint we have had discussion about what determines a high yield degree and what falls in those 4 and 5 star jobs. Trustee Smith asked how we not de-emphasize other degree programs, etc. It could have unintended consequences if we are only focused on these degrees and making decisions that aren't really in the best interest of students. It is anticipated that SUU will exceed all of these goals. We need to be on target with these in order to receive performance funding. Trustees wanted to ensure that these goals are in addition to other goals that are beneficial for students. There was some concern about the definitions and ramifications of a high yield focus. The Trustees suggested that Board Member Bettridge take this discussion back to the Utah Board of Higher Education.

Motion to approve SUU's goals for USHE's Performance Measures by Jodi Hart Wilson, second by Marilee Eyre. Vote was unanimous.

**R401 – BA/BS Aviation Administration & Leadership (2<sup>nd</sup> Reading)**

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The Provost outlined the process for all R401s. There has been a very detailed review of this specific R401. We received feedback as part of the peer review process and went back to UVU and USU to make sure all of the questions and concerns they had were answered sufficiently. Vice Chair Jodi Hart Wilson explained some of the concerns were regarding success rates and defining the end goal of the degree. We need to better track what success is from the beginning. Dean Jim Brandt shared that this will be a great degree for students who would like another option within the aviation industry.

Motion to approve by Jodi Hart Wilson, second by Michael Wankier. Vote was unanimous.

**R401 – Bachelor of Social Work (2<sup>nd</sup> Reading)**

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The Provost reiterated the need for mental health services in Southern Utah. The BSW program will aid in providing more of these services and prepare students well for these types of jobs. Trustee Marilee Eyre said this program is much needed in Southern Utah. It's a win-win for the students and the community.

Motion to approve Marilee Eyre second by Shannon Dulaney. Vote was unanimous.

**SUU Golf Center Proposal**

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Coach Richard Church has been with the SUU golf program for 26 years. The purpose of this golf center will be for a "home" locker room. The center will also include offices, a place to hit balls in the winter and a tournament hosting and reception facility for Cedar Ridge Golf Course. In the last few years, one of the golf team's boosters and supporters offered to donate approximately half of the total cost. Our seed donation was a quarter of a million dollars. Proposed a lease agreement with the City. The lease has been worked hard and diligently with the city to work out the wrinkles and a good agreement put together. There are a number of other donations pledged that haven't been collected. If it is approved today we have 4 years to start the building of the project. We plan on doing this entirely with donated funds. Our ask is for the trustees to approve the lease agreement.

Chair Christiansen asked if this is just for the SUU golf team? The golf and locker room area of the facility is for the golf team only, but the tournament hosting space will be available for Cedar City and the tournaments they run. The large meeting area would be open for Cedar Ridge to rent out with permission from our golf team. Jodi Hart Wilson asked about the lease and who the lease is between. Marvin explained the unique approach to have the city to construct the facility and they will lease it back to us outside the parameters for DFCM. We have a great relationship with the Cedar Ridge Golf Course and allows to construct and run this facility in a cost-effective way. Trustee Myndee Kay Larsen said this is not unique in college athletics to do these types of partnerships between the university and the city. Debbie said our men's and women's golf teams travel almost daily to St. George. There will still be travel involved, but from an administrative point of view it's good to know there is a facility where the team could go and hit balls in the winter. VP Stuart Jones said the Richard Church has a great track record of

fundraising and will be successful in raising these funds. Trustee Marilee Eyre said thanks to coach Church and lent her support for the golf facility.

Motion to approve by Vance Smith second by Michael Wankier. Vote unanimous.

### CONSENT ITEMS

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- Investment Reports (February-May)
- Personnel
- R401 – BS in Geospatial Sciences (1<sup>st</sup> Read) *Rich Christiansen*
- R401 – BS in Environmental Sciences (1<sup>st</sup> Read) *Rich Christiansen*
- R401 – BA in Environmental Studies (1<sup>st</sup> Read) *Rich Christiansen*
- R401 – BM in Commercial Music (1<sup>st</sup> Read) *Sydney Nakken*
- R401 – Notification of Various Changes
- SUU – STECH Articulation Agreements

Motion to approve the consent items by Jodi Hart Wilson; second by Marilee Eyre. Vote was unanimous.

### INFORMATION & REPORTS

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#### Board Member College Reports

- **Myndee Kay Larsen (Alumni):** The National Alumni Council is working on a photo archive for time at SUU to help with the celebration at SUU 125<sup>th</sup>. There is a lack of photos from last 25 years particularly before digital photography became prevalent. The National Alumni Committee is going to meet and reinvigorate homecoming. We are working on the 125<sup>th</sup> celebration and excited to get the Trustees involved.
- **Michael Wankier (Athletics):** There is a lot going on in athletics. Effects of the flooding in the stadium. Field is ready to be used for upcoming season and repair to the locker rooms but we are okay. Finished up the 2021 school year within budget. New head volleyball coach and moving the volleyball program forward. Issues with NIL and have a third party help the athletes with NIL. We ended 2<sup>nd</sup> in the Big Sky in the directors' cup is an accumulation of the school's success in athletics. Many academic accolades during the year. Big Sky 195 of our athletes as all-academic student athletes.
- **Marvin Dodge** gave a quick Aviation update regarding the VA benefits. Submitted a waiver to be exempt from the 85-15 rule and it was denied. The VA have since reauthorized our program.

#### President's Report & Campus Updates

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##### Interim President Report:

Priorities as interim president are to focus on the people. Students, faculty, staff, alumni/community.

We have experienced devastating flooding over the past few weeks. The first flood hit our students and community members, second flood impacted more faculty and staff. Thanks to Debbie Corum, Eric Kirby, Jared Tippetts and their teams as well as countless other individuals on campus were a big part of the clean-up and relief efforts. Our campus filled a tremendous

need organizing the red cross resource centers and volunteers, etc. We are dealing with about 86 students who are displaced. They will need housing for the fall semester. Looking at different options to help them.

Housing shortage update. Our community stepped up and helped us fill the need. We were short a tremendous amount of beds. We are back up to 58 beds available. Students need to be persistent but we seem to be in good shape.

Enrollment update. These will be formalized in the 3<sup>rd</sup> week of the semester. It is projected that SUU will be up about 10.7% over last year's enrollment. We are up in in-state students, first time out of state students, we are up in international students although we are down overall in international. Our retention rate is also up. Current headcount is 11,700. End of semester up around 14,000. We have gone above and beyond to make sure our students are taken care of with housing, but we may lose 500-700 students who couldn't find housing.

Updates areas on campus. Exciting to see campus come back to life. The LHM Summer Games carried on this summer. Strong solid year. Carried out 46 sports this summer – March through August to help the local economy. Utah Shakespeare Festival is the largest theater company running in the United States. They are at full operations within their theaters. On track to meet their \$4 million sales goal. Contributions have doubled during the pandemic and they have ended the year with a surplus. The season runs through October. There was a groundbreaking and for the new academic classroom building and construction is underway.

COVID update. Working on what campus looks like for fall semester. We will be able to stay open. We are navigating a new landscape compared to last year because of state laws passed by the legislature. We will announce protocols to employees and students next week.

Homecoming information – please join us. Honorees are Sandra Lord Thomas for distinguished service award, Whitney Johnson former student athlete as young alumnus, and Derral Eves as outstanding alumnus. We also Invite you to the fall semester opening forum that will happen on September 2<sup>nd</sup> via livestream.


#### **MOTION TO ADJOURN**

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Motion to adjourn by Vance Smith. Vote was unanimous. The meeting was adjourned at 3:53 PM.

Date: December 2, 2021

To: Board of Trustees

From: Marvin L. Dodge 

Subject: Revisions to Policy 5.0, *Threat Management and Safety Intervention*

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Policy 5.0, *Threat Management and Safety Intervention* is a new policy and received temporary approval from President Mindy Benson, effective until February 15<sup>th</sup>, 2022. This policy expressly prohibits threats to physical safety, violent conduct, or substantially disruptive conduct that could negatively impact University operations. It further implements a requirement that University employees report such threats and outlines how information is shared about threats and violence once reported. This policy bridges guidance for other misconduct identified in policies such as 5.27 *Non-Discrimination/Anti-Harassment* and 5.60 *Sexual Misconduct*.

The policy outlines three separate groups who will assess reports of threats, violent conduct, or substantially disruptive behavior to determine appropriate University actions. For reports by students the Student Behavioral Assessment Team, chaired by the Dean of Students, may be engaged to assess evidence and present potential risk mitigation measures. For reports by employees the Employee Behavioral Assessment Team, chaired by the Director of Human Resources, may be engaged. Finally, for reports of threats, violent, or disruptive behavior conducted by a visitor to campus the Visitor Behavioral Assessment Team, chaired by the Executive Director of Enterprise Risk Management, may be engaged. For each instance and committee due process rights are outlined.

This policy received approval from the President's Cabinet and was presented to the President's Council on October 18, 2021. Temporary approval from the President was granted, effective immediately, in accordance with Policy 5.56 *Policy Development Authority*. The policy continued to follow the regular approval process, including distribution to campus for a 21-day review. Final recommendation was approved by the Council at its November 15, 2021 meeting.



POLICY NUMBER: 5.0

SUBJECT: Threat Management and Safety Intervention

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I. PURPOSE

This Policy establishes a process for reporting and reviewing violent behavior and threats to physical safety, which potentially or actually pose a risk to persons on campus or in University programs, and other conduct that substantially disrupts University operations.

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II. REFERENCES

- A. Utah Code 53B-2-106, Duties and Responsibilities of the President.
- B. Utah Code 53B-3-101 et seq., Enforcement of Regulations at Institutions.
- C. Utah Code 76-8-701 et seq., Offenses Against the Administration of Government, Colleges and Universities.
- D. Utah Code 78B-7-101 et seq., Protective Orders.
- E. USHE R120 (3.3.3.1), Responsibilities of Presidents.
- F. USHE R251, Campus Speakers.
- G. USHE R253, Campus Discipline.
- H. SUU Policy 5.61, Abusive Conduct.
- I. SUU Policy 6.22, Faculty Due Process.
- J. SUU Policy 11.2, Student Code of Conduct.

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III. DEFINITIONS

- A. **Employee.** A person employed by Southern Utah University.
- B. **Faculty.** See SUU Policy 6.0, Definition of Faculty.
- C. **Respondent.** The person reported to have engaged in conduct prohibited by this Policy.
- D. **Student.** See SUU Policy 11.2, Student Code of Conduct.
- E. **Visitor.** A person who has a reasonable basis and expectation to be on campus or in University programs or activities but who is not an Employee or Student in the relevant context.

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IV. POLICY

A. Scope of Policy.

1. This Policy prohibits threats to physical safety, violent conduct, and conduct that otherwise substantially disrupts University operations. It sets out the process to address reported conduct that is prohibited, as set out in subsection IV.B, below. This Policy applies to all conduct regardless of where it occurs to the extent it poses a risk to University property, operations, or to persons on University property or in University programs and activities.
2. Abusive conduct is distinct from conduct prohibited under this Policy, and is addressed in SUU Policy 5.61. In the event of any conflict, this Policy shall control and supersede to address threats, violent behavior, and substantially disruptive conduct.
3. Conduct prohibited by this Policy may also be prohibited by other University Policy. As such, applicable University administrators may review conduct under one or more policies, either simultaneously or sequentially, as determined by the University administrators responsible to implement those policies.
  - i. If reported conduct involves a potential violation of SUU Policy 5.27 or 5.60, the Director, Equal Opportunity and Clery Compliance Office, shall determine in what order and to what extent the University will implement the relevant policies.
  - ii. Likewise, the designated decision-maker under this Policy may implement temporary risk management measures under this Policy while conduct is evaluated under this and/or other policies.
4. Since University conduct processes are entirely separate from criminal or civil litigation, legal outcomes do not affect the University processes nor will pending criminal or civil litigation stop or delay those processes.

B. Prohibited Conduct. The University prohibits Students, Employees, and Visitors from engaging in threats to physical safety, violent conduct, and conduct that substantially disrupts University operations. Such conduct is subject to sanctions and/or risk management measures.

C. Reporting Required.

1. University Employees are required to report threats to physical safety, violent conduct and conduct that substantially disrupts University operations of which they learn about through, or is in any way related to, their job duties. Employees shall make the report in person, over email, or through other designated reporting form to the applicable Chair of the applicable Behavioral Assessment Team.
2. Reporting Protection Order. Each Employee and/or Student who receives a protective or restraining order (may be referred to as a cohabitant protective order,

dating violence protective order, sexual violence protective order, or civil stalking injunction) that lists University-owned or -leased premises as a protected area, or otherwise prohibits the Employee or Student from being within a certain proximity or near another University Employee, Student, or Visitor, is required to provide a copy of such order to the Dean of Students (for orders binding Student) and/or the Director, Human Resources (for orders pertaining to all others), as well as the SUU Police Department.

3. Multiple Reporting Obligations. University Employees may have reporting obligations under multiple policies, including this Policy. For example, in the case of a reported sexual assault, an Employee may have obligations to report under this Policy, SUU Policy 5.27, and SUU Policy related to Clery Reporting. Who is required to report varies based on Policy and law. Employees who are required to report must fulfill *all* reporting obligations. And even if an Employee or other person is not required to report, all persons are strongly encouraged to report concerning behavior that potentially poses a physical safety risk to the University or persons on its property or in its programs.

D. Team Membership.

1. The Behavioral Assessment Teams are chaired by:
  - i. Dean of Student or designee (when reported conduct is by a Student).
  - ii. Director, Human Resources or designee (when reported conduct is by an Employee).
  - iii. Executive Director, Enterprise Risk Management (when reported conduct is by a Visitor).
2. Other standing Team members for all Teams include representatives from:
  - i. University Police.
  - ii. Counseling and Psychological Services.
  - iii. Office of Legal Affairs, as legal advisor to the Team.
3. Depending on the circumstances, the Team members may also include situational members:
  - i. Provost's Office (for matters related to Faculty).
  - ii. University Housing (for matters impacting University Housing).
  - iii. Office of Equal Opportunity and Clery Compliance (for matters relating to discrimination, harassment and sexual assault or otherwise involving Clery Reportable Crimes (as defined in the Clery Policy)).
  - iv. Recreation and Wellness.

- v. Faculty or members of the appropriate academic department administrators, as needed.
- vi. Other University Employees with knowledge of related circumstances that the Chair determines could assist the Team in evaluating the risk.

E. Team Assessment, Referrals and Decisions.

- 4. Upon receipt of a report of threat to physical safety, violent conduct, or substantially disruptive conduct, the Chair makes an initial assessment to determine whether the applicable Team should convene. If based on information available to the Chair, the Chair determines that the conduct meets one or more of the types of prohibited conduct, the Chair will convene the team.
- 5. If the report of conduct **by a Student** warrants further review, the Chair promptly convenes Student Behavioral Assessment Team.
  - i. The Team gathers to share relevant information and assess the existence, if any, and risks presented and potential risk mitigation measures.
  - ii. If the Chair of the Team, after receiving input from other Team members, determines that reported conduct, if true, is a threat to physical safety, violent behavior, or substantially disruptive conduct, then the Chair shares the Team's assessment, including sources, reported facts, level of risk if the reported conduct is true and potential risk mitigation measures--all as applicable--with the appropriate administrator (if not part of the BAT Team) to process under applicable Policy.
  - iii. Generally, these matters are referred for processing under SUU Policy 11.2, Student Conduct Code, but other policies also may apply. The processes may run simultaneously or sequentially and the review may be conducted for different purposes as set out in those policies. Other applicable policies may include, but are not limited to, SUU Policy 5.27, 5.60, employment policies related to Student Employees (when applicable) or the housing residential contract.
  - iv. In cases where a Student's threatening, violent, or substantially disruptive behavior is related to a reasonably known diagnosable health condition, voluntary and involuntary withdrawal Policy and/or protocols also may apply. The Dean of Students or designee shall make that determination when applicable.
- 6. If the report of conduct **by a Employee** warrants further review, the Chair promptly convenes the Employee Behavioral Assessment Team.
  - i. The Team gathers to share relevant information and assess the existence, if any, of the risks and potential risk mitigation measures.

- ii. If the Team concludes that reported conduct, if true, is a threat, violent behavior, or substantially disruptive conduct, then the Supervisor of the Employee-Respondent and the Chair of the Team gather any additional relevant information needed.
- iii. The Supervisor and Chair then meet with the Respondent-Employee to present the relevant information (giving notice) and providing an opportunity to respond. They also provide the Respondent with information about this Policy, as needed.
- iv. After the meeting and taking into consideration all available relevant information including the Respondent-Employee's response, the Supervisor, in consultation with the Chair, determines whether the Employee-Respondent violated this Policy and if so, what sanctions and/or risk management measures are imposed on the Employee-Respondent.
  - a) The decision is in writing with corresponding reasoning.
  - b) The Supervisor sends the written decision to the Respondent-Employee as the decision of the University, and such other University officials with a need to know.
- v. In the event that a Faculty member will be suspended, terminated, or the decision will materially alter the Faculty-Respondent's job duties and/or access to campus based on a violation of this Policy, that Faculty-Respondent may grieve the decision to the Faculty Review Board in accordance with the processes in SUU Policy 6.22, Faculty Due Process. All other decisions of the Supervisor are final decisions on behalf of the University.
  - a) The Faculty-Respondent's Notice of Appeal will serve as the Petition for the purposes of SUU Policy 6.22. The Notice of Appeal must meet all of the requirements of a Petition listed in SUU Policy 6.22(I)(K).
  - b) The Team Assessment and decision by the Supervisor under this Policy will serve as the Preliminary Investigation or fact-finding as required in SUU Policy 6.22 (I)(N).
- vi. In the event that a non-Faculty Employee (determined based on primary scope of duties) will be suspended, terminated, or have their employment terminated or suspended or access to campus materially altered based on a violation of this Policy, that Employee-Respondent may grieve a decision in accordance with the processes listed below. All other decisions of the Supervisor are final decisions on behalf of the University.

- a) An Employee may request an appeal of the Supervisor's decision by filing a Notice of Appeal with the Cabinet level Vice President (or equivalent) who oversees the Respondent-Employee's department or division.
    - (1) The Notice of Appeal must state the basis for appeal and any supporting facts and evidence.
    - (2) The Notice of Appeal must be submitted no later than five (5) days following receipt of the Supervisor's written decision.
  - b) Any sanctions or risk management measures imposed by the Supervisor's decision will be implemented and remain in effect during the pendency of the Appeal.
  - c) Appeals are not a separate assessment of the facts, and Appeals are not granted on the basis of disagreement with the written decision. A Respondent-Employee may Appeal a decision based only on one or more of the following:
    - (1) There was a denial of adequate and fair due process that resulted in a material error;
    - (2) The sanction and/or risk management measure imposed was not appropriate for the violation(s) which the Employee was found to have committed; or
    - (3) There is new evidence or information that was not reasonably available at the assessment or decision which is reasonably likely to materially affect the outcome of the decision.
  - d) The Vice President may affirm the decision of the Supervisor, send the matter back for reassessment, or amend the findings and/or sanctions or risk management measures.
    - (1) The Vice President will provide to the Respondent-Employee a written decision on the appeal within a reasonable timeframe, with an effort to provide it within seven (7) days of receipt of the Notice of Appeal.
  - e) The decision of the Vice President is the final decision of the University and not subject to appeal.
7. If the report of conduct by a Visitor warrants further review, the Chair convenes the Visitor Behavioral Assessment Team. This Team follows the same process as set out above for Employees, but the Chair is accompanied by the Supervisor over the applicable primary area of the University to which the potential risk is posed. The decision by that Supervisor is the final decision of the University.

8. Notwithstanding the foregoing, if the reported conduct necessitates immediate risk management measures such that the Supervisor and/or Chair, as applicable, cannot first meet with the Respondent, the Supervisor and/or Chair, as applicable, may implement those risk management measures on a temporary basis and provide the Respondent with notice and an opportunity to respond to the allegations as soon as practicable.
- F. Criteria when Assessing Risk. When assessing the risk, the Team conducts an individualized assessment, considering the reported facts and the following non-exhaustive list of factors (among others):
1. Whether the reported conduct, if true, is a threat to physical safety, violent conduct, or conduct that substantially disrupts University operations;
  2. The nature, duration, and severity of the reported conduct;
  3. The probability that potential injury and/or harm will occur within the University's control;
  4. Whether the person substantially impeded the educational process or functions of other members of the University community;
  5. Whether the circumstances suggest an increased risk that the person will commit an additional act of violence/disruption;
  6. Whether the person has a history of violence or disruption (conviction history, previous school discipline, etc.);
  7. Whether the person is alleged to have made threats of further violence against the the person(s) impacted or any other individual;
  8. Whether the act of violence was committed by more than one person;
  9. Whether the circumstances suggest there is increased risk of future acts of violence under similar circumstances;
  10. Whether there was use of a weapon or drugs given; and
  11. The age of the person who allegedly experienced the conduct.
- G. Due Process. Under any of the above processes, no determination is made about whether the person has engaged in threats, violent behavior or substantially disruptive conduct until that person receives notice and an opportunity to be heard in accordance with the applicable Policy, either under this Policy or other applicable Policy, as set out above. Provided however, as set out above and in other applicable Policy, the University retains authority to implement temporary risk management measures and provide due process as soon as practicable thereafter.

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V. RELEVANT FORMS/LINKS

[CREATE AND INSERT MAXIENT REPORTING FORM LINKS]

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VI. QUESTIONS/RESPONSIBLE OFFICE

The responsible offices for this Policy are the Provost's Office, Student Affairs, and the Vice President of Finance and Administrative Services, as applicable. For questions about this Policy, contact the Dean of Students, Director of Human Resources, or the Executive Director, Risk Management, Compliance, and Safety, as applicable.

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VII. Policy ADOPTION AND AMENDMENT DATES


**Date Approved:**

**Amended:**

**Reviewed with No Changes:**

Date: December 2, 2021

To: Board of Trustees

From: Marvin L. Dodge 

Subject: Revisions to Policy 5.27 *Non-Discrimination/Anti-Harassment*

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Policy 5.27, *Non-Discrimination/Anti-Harassment* has been revised following an in-depth legal review and a university restructuring that created the Office of Equal Opportunity and Clery Compliance (EOC). Edits to this policy align it with current federal law and University structure.

The EOC office was created in August 2021, to manage discrimination, Title VII, and Title IX cases on campus. Policy 5.27 describes prohibited conduct in this area, who must report known instances of prohibited conduct, how to report, and the process through which the EOC (and an appointed Review or Investigative Team) will review complaints. A list of potential sanctions and an appeal process is also explained. These revisions provide clarity, communicate reporting obligations, and include available resources on campus related to discrimination and harassment situations.

This policy revision received approval from the President's Cabinet. Further, it was first presented to the President's Council on October 18, 2021 and received temporary approval from the President to be effective immediately, in accordance with Policy 5.56 *Policy Development Authority*. It has continued to follow the regular approval process, including distribution to campus for a 21-day review. Final recommendation of the revisions was approved by the Council at its November 15, 2021 meeting.



POLICY NUMBER: 5.27  
SUBJECT: Non-Discrimination / Anti-Harassment

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## I. PURPOSE

The purpose of this policy is:

- ~~A. To educate and provide a clearer understanding of legal and policy pronouncements prohibiting Discrimination and Harassment in the workplace or academic environment. This policy is not intended to address student to student peer Discrimination or Harassment. Such conduct is governed by Policy 11.2.~~
- ~~B. To prevent, at the earliest possible opportunity, conduct that is inconsistent with these pronouncements.~~
- ~~C. To provide guidance in processing complaints alleging policy violations, investigating those allegations, and implementing disciplinary or corrective action as appropriate to the circumstances.~~

To provide Southern Utah University's standards prohibiting discrimination and retaliation for protected activity, as well as the process for reviewing and resolving discrimination complaints. This Policy is one part of the University's broader approach to equity in its program, activities, and operations. The University endeavors to be a welcoming place to all persons and prohibits contrary conduct that violates this Policy.

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## II. REFERENCES

- A. The Americans with Disabilities Act of 1990 and amended in 2008
- B. Sections 503 and 504 of the Rehabilitation Act of 1973
- C. Southern Utah University Policy 6.28 *Faculty Professional Responsibility*
- ~~A.D. Southern Utah University Policy 11.2 *Student Conduct Code*~~
- E. State of Utah Anti-Discrimination Act
- F. Titles VI and VII of the Civil Rights Act of 1964
- G. Title IX of the Educational Amendments of 1972 [See specifically 34 C.F.R. §§ 106.8(b) and (c)]
- ~~A.H. Veterans' Preference UCA 71-10-1, et seq.~~
- I. Vietnam Era Veterans' Readjustment Assistance Act of 1974
- J. Genetic Information Nondiscrimination Act of 2008

K. The Age Discrimination in Employment Act of 1967

L. The Utah Campus Individual Rights Act, UCA 53B-27-101 et seq.

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### III. DEFINITIONS

- A. Academic Discourse/Activity.** The expression of views, ideas, concepts, theories, principles, and/or curricular content that occur in fulfillment or pursuit of an academic goal and/or germane to an academic goal such as teaching relevant content for a course, conducting research, etc. To be within the Academic Context, the expression must be related to the educational topic, course, laboratory, experiential education activity, research, publication, or assignment, among other types of academic activities. Expression within administrative or staff work/employment, housing, non-academic extracurricular activities, among other contexts, are generally outside the academic context and not considered Academic Discourse/Activity.
- B. Adverse Action.** An act or omission that causes a materially adverse impact on the terms, conditions, and privileges of students, faculty, and staff, violates this policy when it is based on a Protected Category or in retaliation for engaging in a protected activity. Adverse actions are not limited to denial of access to programs, services, activities, or positions and do not require the loss of money. Adverse action may take the form of any overt or covert act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment. (Adapted from DSU Policy 164)
- C. Advisor.** Any individual who provides the Complainant or Respondent support, guidance, or advice and may accompany the Complainant or the Respondent to any meeting, such as an investigation interview. The Complainant and the Respondent may choose their advisor, who may be, but is not required to be, an attorney. The University will not limit the choice or presence of the advisor for either the Complainant or Respondent in any meeting or grievance proceeding; however, the University may establish restrictions regarding the extent to which the advisor may participate in a meeting, interview, or hearing.
- D. Appeal Administrator.** The direct supervisor of the Deciding Administrator. Where the President is the Deciding Administrator, there is no appeal available and no Appeal Administrator.
- E. Clearly Erroneous:** A standard of review that means plainly in error, i.e., based on the relevant information, the decision-maker is left with the definite and firm conviction that a material mistake has been committed. In applying this standard, credibility determinations are not reviewed. If an error is harmless (i.e., it would not have changed the outcome) it also is set aside and not clearly erroneous
- F. Complainant.** The person alleged to have been subjected to Prohibited Conduct. In some cases, the Complainant is also the reporting party.
- G. Complaint.** A communication received by the Office of Equal Opportunity and Clery Compliance (EOC) that describes an incident of alleged discrimination or harassment and

explicitly requests intervention or resolution by University officials. A Complaint is different from a report because it includes the request for redress. As such, a person must have been materially impacted by a discriminatory act, omission, or practice to initiate a complaint. The University defines complaint in this way to respect the agency and autonomy of individuals impacted by acts, omissions, or practices they experience as harmful.

**H. Confidential(ity).** Restricting information to persons with a need to know.

Confidentiality is not the same as anonymity, where an individual is not named or personally identified. The University treats Complaints and the Review Process as Confidential. The University will instruct employees and students about the requirement not to disclose confidential information.

**I. Conflict of Interest.** Any circumstance in which an individual’s financial, professional, or other personal considerations may directly or indirectly affect, or reasonably appear to affect, an individual’s professional judgment in exercising any University duty or responsibility. Independent knowledge of an incident through other means generally is not a conflict of interest. All University employees must comply with the Utah Public Officers’ and Employees’ Ethics Act, Utah Code 67-16-1 *et seq.*

**J. Consent.** See Southern Utah University Policy 5.60, Sexual Misconduct.

**K. Day(s).** Dates and times when the University conducts its regular business. Most often that is Monday thru Friday between the hours of 8:00 AM and 5:00 PM Mountain Daylight/Standard Time. Days and times when the University is closed for breaks between academic terms, federal and state holidays, or for emergency declarations by Government officials, are not counted in the timelines established by this policy. University officials participating in the Review Process established by this policy do not count the day official correspondence/notice is sent/transmitted. Rather, the first day of the relevant time interval is the day immediately after correspondence/notice/decision is sent. The last day of a relevant time interval will conclude at 5 PM.

**L. Deciding Administrator.** The person with authority to implement sanctions and remedial measures. For employee Respondents, the Deciding Administrator is typically the employee’s supervisor. For student Respondents, the Deciding Administrator is typically the Dean of Students. For other Respondents, the Deciding Administrator is typically the University administrator with authority over the context/space in which the conduct reportedly occurred.

**M. Discrimination.**

1. Adverse Treatment. Any unlawful distinction, preference, or unfair treatment of an individual or group of identifiable individuals based on their Protected Status or perceived Protected Status that is sufficiently serious to unreasonably interfere with or limit without a valid business or academic reason.

2. Disparate Impact. Discriminatory conduct, policies, or other standards include facially neutral conduct that has the unjustifiable effect of disproportionately

impacting individuals based on their Protected Status, without a legitimate business or academic purpose.

3. Failure to Accommodate. Failing to provide reasonable accommodation to a Qualified Individual, consistent with state and federal law, to qualified individuals based on disability and/or religion.

4. Harassment. A type of discrimination. Specific definitions for Harassment and Sexual Harassment are included below.

**N. Education program or activity.** Locations, events, or circumstances over which the University exercises substantial control over both the Respondent and the context in which the prohibited discrimination occurs.

**O. EOC Representative.** The EOC Director, an employee reporting to the EOC Director, or other employee as designated by the President or Vice President of Administration and Finance, who is responsible for reviewing reports under this Policy and participating as a member of the Review Team. The EOC Representative is the principal member of the Review Team for purposes of interviewing witnesses, gathering facts, and preparing the report.

**P. Harassment.** The definition of this type of Discrimination depends on the setting and the parties involved, as follows:

1. Quid Pro Quo Harassment. A University Employee, Student, or Visitor in a position of power/authority conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct.

2. Hostile Environment Harassment by an Employee. When a person is subject to unwelcome conduct on the basis of a Protected Category (or, for sexual Harassment, conduct of a sexual nature) where:

i. Enduring the offensive conduct becomes a condition of continued employment or participation in a University program or activity; OR

ii. Due to the pervasiveness and/or severity (see below) of the conduct, a term, condition, or privilege of the Complainant's employment or other participation in University programs and activities was altered and created a hostile working or other University environment.

iii. Whether conduct is sufficiently severe and/or pervasive to constitute Hostile Environment Harassment, the conduct is evaluated under the totality of the circumstances, including:

a) the frequency of the conduct;

b) whether there is physical touching conduct;

c) whether it was objectively offensive;

- d) whether it is physically threatening or humiliating, or
- e) merely an offensive utterance.
- f) Repeated incidents, even where each would not, on its own, constitute Hostile Environment Harassment, may collectively constitute Hostile Environment Harassment. But petty slights, annoyances, and isolated incidents (unless severe) do not constitute Hostile Environment Harassment.
- g) These factors are evaluated from both subjective and objective viewpoints, considering not only the effect that conduct actually had on the person (subjective), but also the impact it would likely have had on a reasonable person in the same situation (objective). The conduct must subjectively and objectively meet the definition to constitute Hostile Environment Harassment.

3. Hostile Environment/Discriminatory Harassment by Students or Visitors. Conduct by a student directed towards another student that:

- i. is unwelcome;
- ii. on the basis of a Protected Category; and
- iii. is sufficiently serious to deny or limit ability to participate in, benefit from, or have access to University benefits, programs, or activities.
- iv. If the alleged discrimination or harassment arises solely from student on student speech, the University may take disciplinary action when the speech: (1) is unwelcome; (2) discriminates on the basis of a classification protected under federal or state law; and (3) is so severe, pervasive, and objectively offensive, and that so undermines and distracts from a student's educational experience, that the student is effectively denied access to the University's resources and opportunities.

4. Claims of Hostile Environment Harassment arising out of Academic Discourse. Notwithstanding the foregoing, speech or expression that occurs within Academic Discourse will be presumptively not in violation of this Policy unless the speech or expression is unrelated to any educational purpose of the academic activity or exercise and meets the appropriate definition for Hostile Environment Harassment set out above.

**Q. In Violation.** More likely than not that a Respondent has committed one or more acts of conduct prohibited by this Policy. In other words, a preponderance of the evidence standard must be used to determine that there was prohibited conduct.

**R. Not in Violation.** Intentionally dealing with a person, either preferentially or detrimentally, because of his or her race. More likely than not that a Respondent did not commit one or more acts of conduct prohibited by this Policy.

**S. Office of Equal Opportunity and Clery Compliance (EOC).** The University office charged with implementing this Policy. The office name may be amended from time to time.

T. **Panel Chair.** See Southern Utah University Policy 11.2, Student Code of Conduct.

U. **Panel Hearing.** See Southern Utah University Policy 11.2, Student Code of Conduct.

V. **Party.** A Complainant or Respondent.

W. **Policy.** This Policy, Southern Utah University Policy 5.27, Nondiscrimination and Anti-Harassment.

X. **Preponderance of the Evidence.** A standard that when weighing all relevant evidence and reasonable inferences from that evidence, the greater weight of information indicates that it is more likely than not that the Respondent violated the Policy. When weighing the evidence, not all evidence receives equal weight. That depends on credibility, trustworthiness, substantiation, reliability and probative value of the specific information.

Y. **Pretext.** A proffered non-discriminatory reason or explanation for alleged prohibited conduct that is inauthentic or lacks plausibility based on the totality of the available evidence. Non-discriminatory reasons or explanations offered in good faith, though mistaken, are less likely to be deemed pretextual after an objective evaluation of all reasons and explanations has occurred.

Z. **Prohibited Conduct.** Discrimination, Harassment, and Retaliation.

AA. **Protected Activity.** Opposition to conduct prohibited under this Policy, filing a complaint, testifying, assisting or participating in any manner in the Review Process. This includes but is not limited to action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation.

1. **FMLA Protected Activity.** Any opposition to conduct protected under FMLA, filing a related complaint, testifying, assisting or participating in any manner with processes related to a person exercising rights under FMLA is also Protected Activity. Notwithstanding anything to the contrary in this Policy, the Review Process set forth in this Policy will be used to review reports of Retaliation for FMLA Protected Activity.

BB. **Protected Status.** Race, religion, national origin, color, sex (gender), age, disability, marital, pregnancy or pregnancy related conditions, childbirth, veteran, sexual orientation, sexual identity, and/or other legally protected status, unless otherwise required by law.

CC. **Qualified Individual.** An individual who, with or without reasonable accommodation, can (1) perform the essential functions of an employment position that such individual holds or desires or (2) meet the academic and technical standards required for admission and/or participation in a particular academic program or activity. Students at the University must be able to provide for their own personal care and hygiene (or with assistance from a personal aid/attendant paid for by the student) and adhere to rules of personal conduct applied to all students (see SUU Policy # 11.2). To the extent students cannot meet academic and technical standards with reasonable accommodation or

auxiliary aids, they may not be otherwise qualified to participate in the University's academic programs and activities.

**DD. Reasonable Accommodation.** Any change to a job, policy or practice, the work environment, or the way things are usually done that allows a Qualified Individual to apply for a job, perform essential job functions, or enjoy equal access to benefits available to other individuals in the workplace, classroom, or University generally. An accommodation may not be reasonable if it causes an undue hardship for the University, or if accommodating the individual creates a direct threat to the health and safety of others. A reasonable accommodation may be justified based on disability, religious observance or practice, and/or pregnancy. The University will work with Qualified Individuals, but an individual's preferred accommodation is not always the reasonable accommodation provided by statute<sup>1</sup>.

**EE. Remedies.** Resources, assistance, and any other tangible measure designed to return a Complainant to the same position they would have been in if Discrimination, Harassment, or Retaliation had never occurred and to stop the same from reoccurring. Remedies under this Policy may apply only in cases where a Violation is found, so the Review Team and Deciding Administrator should reserve conclusions about remedies until after a Violation finding, if any.

**FF. Report.** Communication to the EOC that describes an incident of alleged discrimination or discriminatory conduct, and is shared for the purpose of bringing attention to a concern. A report need not be shared by a Complainant or an impacted individual. A Report does not constitute a Complaint, but may be acted on by the University in those situations where there is an immediate concern for the health and safety of those identified in the Report.

**GG. Respondent.** The person reported to have engaged in Prohibited Conduct.

**HH. Retaliation.** Any overt or covert act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment, against any person or group for engaging in Protected Activity. To be retaliation, there has to be a causal connection between the conduct/adverse action and the Protected Activity. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from engaging in Protected Activity.

1. Retaliation for FMLA Protected Activity. See above under "Protected Activity."

**II. Review Process.** The procedural steps by the EOC and others named in this Policy to review a Report of Prohibited Conduct.

**JJ. Review Team.** An EOC Representative and a University administrator (designated by the EOC, in accordance with the standards set out immediately below) who review reports under this Policy as explained further below. During the Review Process, the Team Member participates with the EOC Representative during interviews, reviews evidence

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<sup>1</sup> Veterans' hiring preference is defined in UCA 71-10-1, et. seq.

gathered by the EOC Representative, and reviews and provides input on the reports drafted by the Investigator.

1. In cases where Respondent is a University employee, the University administrator serving on the Review Team is usually a representative from Human Resources (staff), Provost's Office/Academic Affairs (faculty) and/or the Respondent's direct supervisor, as determined by the Director or EOC designee based on the reported circumstances. The direct supervisor may also serve as the Deciding Administrator.
2. In cases involving a student or graduate student as Respondent, the Review Team member will be a Director in Student Affairs or Assistant Dean of Students.
3. In cases involving an employee Respondent but a student or graduate student as a Complainant, a representative of the Office of Student Affairs may be an additional member of the Review Team, if requested by the Director or EOC designee.
4. In cases where the Respondent is a vendor, guest, or other visitor, the University administrator with authority over the applicable area or department where the conduct occurred will usually serve as the other member of the Review Team, along with the EOC Representative.
5. If a Respondent meets more than one of these (such as a student and employee), the Director will determine the member of the Review Team based on the primary context(s) of the reported Prohibited Conduct.

KK. **Sanctions.** Disciplinary action imposed by the Deciding Administrator on a Respondent found to be In Violation of this policy.

LL. **Sexual Misconduct Policy.** See Southern Utah University Policy 5.60, Sexual Misconduct.

MM. **Subordinate Employee.** See Southern Utah University Policy 5.27, Restrictions on Faculty/Staff Relationships with Subordinate Employees and Students.

NN. **Subordinate Students.** See Southern Utah University Policy 5.27, Restrictions on Faculty/Staff Relationships with Subordinate Employees and Students.

OO. **Supportive Measures.** See Southern Utah University Policy 5.60 Sexual Misconduct.

PP. **Student.** Individuals who have paid the enrollment deposit to attend the University or are enrolled in courses offered by the University.

B-QQ. **Team Member.** A person participating on the Review Team.

~~C-RR. **Undue Hardship.** A significant difficulty or expense and focuses on the resources and circumstances of the particular employer in relation to the cost or difficulty of providing a specific accommodation. Undue hardship refers not only to financial difficulty, but to reasonable accommodations that are unduly extensive, substantial, or disruptive, or those that would fundamentally alter the nature or operation of the employer. The determination for what constitutes unlawful Discrimination and is prohibited under this policy as~~

well as state and Federal law an undue hardship is different for disability and religious observance.

~~A. **Harassment:** Intentional behavior directed at a person primarily because of his or her race, religion, national origin, color, sex (gender), age, disability, marital, veteran, sexual orientation, or other legally protected status constitutes Harassment and is prohibited under this policy, and may constitute illegal Discrimination under state and Federal law.~~

SS. **Witness.** Any person other than the Complainant or Respondent that has or may have relevant information about a matter under the Review Process.

TT. **Violation.** A finding that a person has engaged in Prohibited Conduct.

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## IV. POLICY

### A. Introduction

~~Southern Utah University is committed to being a haven for the exchange of ideas between people with diverse backgrounds, opinions and ideologies. In order to encourage this exchange, the University will endeavor to provide an environment free from Discrimination and Harassment. SUU complies with all state and federal laws regarding unlawful Discrimination and Harassment, which include, but are not limited to: Scope of Policy.~~

1. Who does this Policy Apply To. This Policy applies to all employees, students, contractors, and visitors of the University and any other persons participating, or attempting to participate, in any University Program or Activity.
2. When and Where does Prohibited Conduct fall under this Policy (“Jurisdiction”). This Policy covers conduct that occurs on University property, in University-sponsored programs regardless of location, in the context of University employment, and conduct regardless of location when it is directly related to (e.g., part of the same sequence of events) conduct that falls under one of the other categories listed in this paragraph. Additionally, this Policy applies to employees regardless of location when the reported Prohibited Conduct is directed by a University employee-Respondent towards a Subordinate Employee or Subordinate Student or such other employee or student whom the Respondent has the ability to affect salary, benefits, and/or working conditions.
  - i. An employee is acting within the context of University employment when performing work assigned by the employer or engaging in a course of conduct subject to the employer’s control. An employee’s act is not within the scope of employment when it occurs within an independent course of conduct not intended by the employee to serve any purpose of the University.
  - ii. Notwithstanding the foregoing, for Student Respondents, the “Jurisdiction” set out in SUU Policy 11.2, Student Conduct Code (see Scope of Policy and Definitions section) applies.

iii. Even if conduct falls outside this Policy, resources and support may still be available to a Complainant.

3. Sexual Misconduct under Southern Utah University Policy 5.60 is separate. Reported conduct that meets the definition of Prohibited Conduct under the Sexual Misconduct Policy and that results in a Formal Complaint, as defined in that Policy, will be initially evaluated under that Policy. Facts established under that Policy may also be used to process a matter under this Policy if reported Prohibited Conduct warrants that review, which is decided by the Director based on both SUU Policy 5.60 and this Policy.

4. Not a Civility Code. This Policy is not a general civility policy and therefore, does not determine whether someone's conduct is good or bad. For example, if this Policy does not apply that does not mean the University supports or condones the reported conduct. Other policies and procedures may apply to misconduct or conduct prohibitions not covered by this Policy, and the EOC may provide explanations and resources related to those other policies, procedures, and practices

5. This Policy shall be the exclusive means for the University to review whether alleged conduct constitutes Discrimination, Harassment, and/or Retaliation. The findings and conclusions reached under this Policy will be conclusive as to the alleged Discrimination, Harassment, and/or Retaliation-related finding, and may be relied upon as necessary under the other policies or processes when processing the separate but related misconduct allegations. The President, Vice President for Student Affairs, Provost or Director may exercise discretion to pause, delay, or stay processes and/or deadlines under other potentially applicable policies until completion of the Review Process under this Policy.

B. Prohibited Conduct. A person subject to this Policy who engages in Discrimination or Retaliation within the above-identified Scope is in Violation of this Policy.

1. The University prohibits Discrimination (in its various forms, including but not limited to Harassment) on the basis of Protected Status.

2. The University prohibits Retaliation for engaging in Protected Activity.

3. Conduct that constitutes a protected exercise of an individual's rights under the First Amendment to the United States Constitution (and related principles of academic freedom) is not a violation of this Policy.

C. Reporting. Reporting and participation by members of the University community helps the University respond appropriately and review matters. Prompt reporting allows the University to do this when information is freshest in witnesses' memories and other evidence is most likely available. Persons required to report must promptly (as soon as practicable) report Prohibited Conduct to the EOC. Persons encouraged to report are strongly encouraged to report promptly but a specific deadline does not apply.

1. Who must report and when. SUU employees who are managers and/or supervisors must promptly report any alleged Discrimination, Harassment, or Retaliation that they

- observe, learn about, or reasonably suspect has occurred. Supervisors must report only if the conduct occurs in the area over which they supervise, such as professors supervising a classroom. Administrators must report alleged Discrimination, Harassment, and Retaliation regardless of the context of the conduct, so long as the conduct is within the Jurisdiction set out in this Policy. The reporting obligation applies even if the allegations are about the conduct, decisions, or the like of the employee who is required to report.
2. Who is encouraged to report. The University encourages all members of the campus community to promptly report Discrimination, Harassment, and Retaliation. Complainants are encouraged to expressly inform the harasser (or person engaging in other Prohibited Conduct) directly that the conduct is unwelcome and must stop. Complainants should also report Prohibited Conduct to the EOC at an early stage to prevent its escalation.
  3. Where to make a report at the University. Persons making a report are encouraged to report directly to the EOC for the most efficient review of the report. Employees may also report to the Office of Human Resources or their Supervisor (or their Supervisor's Supervisor). Students may also report to the Office of Student Affairs. All reports made under this Policy must be referred to the EOC for review and action, as necessary for policy.
  4. How to make a report at the University. Reports may be made to the EOC by phone at [phone number], by email at [email address], by completing an online form available at [website address], or by filing a complaint directly with the Director of the EOC at [physical address].
  5. What to report to the University. Persons making a report under this Policy should report all known details and facts related to alleged Discrimination, Harassment, and/or Retaliation. It is important to provide facts (who, what, when, where) and not only the conclusory statements. Doing so helps the efficiency of the Review Process. Likewise, if a person is unsure whether conduct is actually Prohibited Conduct under this Policy, then persons acting on behalf of the University may consult with the Office of Legal Affairs or any community member may consult with the EOC Director with any questions. While not always required, it is generally better to err on the side of making a report and seeking guidance.
- D. Participating in the Process. Participation in the processes under this Policy are required for employees and expected of all students. The purpose of this Policy is to review matters and prevent the recurrence of discrimination, harassment, and retaliation. The University can best accomplish this with full participation and disclosure of all relevant facts. If a Complainant or Respondent declines or limits their participation, the University will determine next steps in the review of the report based on available information.
- E. General Principles for Review Process.
1. The EOC and other decision-makers under this Policy:

- i. treat all persons involved in a Report with equity and respect. The same is expected of all persons involved in a Review Process.
  - ii. objectively review all available and relevant evidence (both inculpatory and exculpatory). When making a credibility determination, the decision-maker does so without regard to a person's role in the Review Process.
  - iii. presume the respondent(s) is not responsible for the alleged conduct unless and until a determination that the Respondent violated this Policy is made at the end of the Review Process.
2. Parties must not delete, destroy, or otherwise alter any relevant information or material until the conclusion of the Review Process.
3. The applicable University decision-maker at a given stage of the Review Process may extend deadlines and timeframes in this Policy for good cause with written notice to the parties that includes the reasons for the extension. Good cause may include considerations such as the absence of a party, a party's advisor (generally only one extension available), or witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
  - i. A Respondent or witness may submit a request for a temporary delay to the Director of the EOC. Any request for temporary delay or limited extension should include a good cause statement and the reason(s) for the request. If no good cause exists, the Director of the EOC will deny the request in writing.
  - ii. The University may proceed with the review and hearing processes in a timely fashion without a Respondent, Reporter, Complainant or other Witness if the person declines to participate.
  - iii. The University may set reasonable deadlines and move forward with processes regardless of whether a Respondent's Advisor is able to accommodate those deadlines; generally, only one request for time extension will be granted related to a Respondent's Advisor.
4. Any person designated as a decision maker or investigator shall be free of conflict of interest or bias for or against complainants or respondents generally or individually. Any challenge based on a conflict of interest must have a factual basis and not be mere speculation or disagreement. Independent knowledge of an incident through other means generally is not a conflict of interest.
5. Respondents, complainants, and witnesses shall not knowingly make materially false statements or knowingly submit materially false information. However, the determination that a violation of this policy occurred or did not occur alone are not sufficient to conclude that any individual made false statements or provided false information.
6. Complainants, respondents, and other parties in a grievance process under this Policy may request accommodations necessary under the Americans with Disabilities Act

(ADA) through the EOC Director, who will refer the request to the appropriate ADA coordinator and then implement approved accommodations.

#### F. Process for Reviewing Reports.

##### 1. Preliminary Review by EOC. Upon receiving a report of conduct allegedly or potentially prohibited under this Policy, the EOC will:

- i. The EOC promptly reviews the report. The EOC analyzes and evaluates the reported conduct to determine if, under the reported facts, a violation of this Policy or SUU Policy 5.60, Sexual Misconduct, is alleged (see SUU Policy 5.60 for alleged violations of that policy). Within the discretion of the EOC, the EOC may also discuss the Report with Reporter and/or Complainant, and review any documents or records provided as part of the report or readily accessible to the EOC, and consider this information in making the determination.

During the preliminary review the EOC may offer supportive measures to the Complainant and determine the extent to which the Complainant is willing to submit a Complaint and participate in an investigation. A Complaint is not required for the University to act on reports of prohibited conduct. However, the University prefers to have a Complaint from a Complainant to initiate investigations.

The EOC does not contact the Respondent during the Preliminary Review.

- ii. Consolidating Reports. The University may consolidate related reports for the purposes of review. Reports may be “related” if they arise out of the same circumstance(s), substantially similar circumstance(s), and/or include the same party/parties.
- iii. Concluding the Review Process after Preliminary Review. The EOC may conclude the Review Process after the Preliminary Review if the conduct alleged (1) would not constitute Prohibited Conduct, even if proved; (2) is outside the scope of this Policy; or (3) the University lacks authority to impose discipline on the Respondent. Upon concluding the process, the EOC will notify in writing any person who was reportedly subject of the conduct *and* involved in the Review Process. The written notification should include that the Review Process is concluded and the reason for concluding it. If the persons reportedly subjected to the conduct is not yet involved in the Review Process, the EOC has discretion as to whether to notify that person or note the rationale to the file.

##### 2. Restrictions, Safety Intervention Measures and Supportive Changes.

- i. Reasonable, available, supportive changes. Regardless of whether EOC determines that further review is warranted, the EOC may facilitate providing reasonable available changes for persons reportedly subject to Prohibited Conduct that will allow the person to fully participate in work, education, or other activity. These changes are generally provided to the person without placing restrictions on

other persons, such as relocating the requesting person's residence hall room, allowing the requesting person to change class sections, etc.

ii. Restrictions during the Review Process. If the EOC determines that further review is warranted, the Director or designee may determine that there are changes or restrictions necessary to protect the integrity of the Review Process or to prevent potential retaliation, discrimination, or harassment, or the potential recurrence of the same. In making this decision, the Director shall consult with the Respondent's supervisor (for employees), the Dean of Students (for students), or the administrator with authority over the area where the reported conduct occurred (for visitors). If any restrictions are placed on the Respondent for purposes set out in this subsection, notice of those will be provided to the person impacted.

iii. Safety Intervention/Risk Management Measures. Regardless of whether EOC determines that further review is warranted, if the reported conduct involves threatening or violent behavior, the EOC shall refer the report to the applicable Safety Intervention Team for review under that policy. Any safety intervention/risk management measures will be determined through that process. A determination about whether measures are necessary are separate and independent from a determination of whether this Policy is violated (whether reported conduct is Prohibited Conduct), but facts determined under this Policy may be considered by the University decision maker for risk management measures.

### 3. Notices of Further Review; Informal Resolution Option.

i. Notice to Complainant. If the Report proceeds in the Review Process after the Preliminary Review, the EOC notifies the Complainant that a Review Team will conduct the next steps in the Review Process.

a) Upon notice of the need for further review, Complainant may elect to pursue an informal resolution and if the Director offers it as a potential avenue for resolution.

b) Generally, the Director will only deem informal resolution as a potential option for:

(1) Alleged first time violations of this Policy by the Respondent;

(2) Circumstances that do not involve a risk to physical safety of persons on campus, in University employment or University activities; and

(3) Where the outcome/conclusion of the informal resolution process can be reasonably calculated to prevent the reoccurrence of any reported Discrimination, Harassment, and/or Retaliation.

ii. Notice to Respondent. If an informal resolution process is elected by the Complainant and the potential application of that process is approved by the Director, the EOC notifies the Respondent in writing of (1) the allegations, (2) a summary of the information gathered, (3) informal resolution process; and (4) their rights under this Policy, including the right to decline participation in the

informal resolution process. If the informal resolution process proceeds (based on agreement of Complainant and Respondent, subject to the discretion of the Director), then the procedures for the full Review Process set out below do not apply while that proceeds.

- iii. The Director shall document a conclusion under the informal resolution process, and related understandings, in writing. It shall state the issues resolved through the informal resolution and, if applicable, any issues that remain unresolved. Possible outcomes include but are not limited to explicit statements about future conduct, changes in work duties/employment, changes to classes or participation in other University activities, or changes to a student's status. The Complainant and Respondent shall sign the document, indicating their acceptance, to conclude the informal resolution process.
- iv. If at any time prior to the conclusion of the informal resolution process, the Complainant or Respondent no longer wants to utilize that informal resolution process, then that person must promptly notify the Director in writing, who will upon receipt notify the other party that the informal resolution process will not proceed. If the Director deems the informal resolution process insufficient based on the above listed standards or otherwise within the Director's discretion, then the Director shall notify the parties that the informal resolution will not proceed further. Instead, the steps below shall proceed under the full Review Process, and the Director should include the next step(s) within the notice to the parties.
- v. If there is more than one Respondent or Complainant in a matter, then all parties must agree to proceed with informal resolution; provided however, if one or more parties elects to stop the informal resolution process after it begins, then the Director may exercise discretion as to whether the remaining parties may continue to proceed within the informal resolution process or the steps of the Review Process set out below.
- vi. Once an informal resolution process reaches a conclusion there is no opportunity for Complainant or Respondent to appeal or reopen the matter.

#### 4. Team Review Process.

- i. Appointing the Review (Investigative) Team. The Director appoints the Review Team based on the status of the Respondent, as described in the Definitions section.
  - a) In some circumstances, and within the Director's discretion, the University may add third-party Review Team members, combine processes, or rely on processes of an outside entity with authority over the Respondent. This primarily comes into play if the Complainant or Respondent are not students or employees at the University.
  - b) If a Respondent is a student-employee, the Director may determine the primary context in which the conduct reportedly occurred to determine whether a Supervisor, Student Affairs administrator, or both serve on the

Review Team.

ii. Steps in the Team's Review.

- a) Meeting with the Complainant. The Review Team may meet with the Complainant to review the Report and ask any clarifying questions. The Complainant may provide any information and witnesses the Complainant wants considered as part of the Review Process.
- (1) If after the opportunity to meet with the Complainant, the Review Team determines that the reported conduct (1) would not constitute Prohibited Conduct, even if proved; (2) is outside the scope of this Policy; or (3) the University lacks authority to impose discipline on the Respondent, the Review Team may conclude its review. Under these circumstances, there is not a need to meet with the Respondent or conduct other further review.
- (2) If it makes that decision, the Review Team shall provide written notice to the Complainant that includes its decision and reason(s).
- b) Notice to Respondent. If the Report proceeds in the Review Process after the meeting with the Complainant, the EOC or the Review Team (as determined by the EOC) notifies the Respondent in writing of (1) the allegations, (2) a summary of the information gathered, (3) next steps in the Review Process, (4) their rights under this Policy; (5) deadline by which to schedule a meeting with the Review Team; and (6) deadline by which to participate in the meeting with the Review Team.
- c) Meeting with the Respondent. The Review Team meets with the Respondent to review the Report and any supplemental information, ask questions, and provide the Respondent an opportunity to respond to the allegations. The Respondent may provide any information and witnesses the Respondent wants considered as part of the Review Process.
- d) The University and the Review Team do not actively monitor online sources. As with all potentially relevant information, the parties or witnesses should bring online information to the attention of the Review Team if it is relevant. If a party would like to provide medical records for consideration, the party must have and provide proof of legal consent from the applicable person.
- e) After meeting with the Complainant and Respondent (see Section IV(D) above if one of these fails to participate), the Review Team has discretion to determine which witnesses reportedly have relevant information, which witnesses to interview (whether identified by a party or not), which documents include relevant information, and in what order to conduct their review. The Review Team may also consider information publicly available, may visit sites or locations and record observations through written, photographic, or other means. In some cases, the Review Team may consult with experts when deemed necessary and appropriate by the University.

- f) If information surfaces during the Review Processes that may be used adversely to a party, that party should generally have the opportunity to respond to that information. This may require subsequent meetings with persons involved. Ultimately, the Review Team has discretion as to whether particular information is relevant and whether additional meetings are necessary; provided however, the Respondent must have an opportunity to review and respond to all information prior to an adverse decision.
- g) Findings After a Full Review; Written Report. At the conclusion of the Review Process, the Review Team will draft a Review Report that summarizes the allegation(s), the respondent's responses, summarizes the relevant information and witness statements supporting or opposing the allegation(s), a preliminary finding of fact, determination whether the Policy was violated, and recommended Remedies and Sanctions. The determination is made based on a Preponderance of the Evidence. Provided however, if a Respondent who is a Student elects the process specified below in Section H, the report will include recommendations as to whether the Policy was violated, and a corresponding analysis, instead of a finding of violation or no violation.
- h) Opportunity to comment on the Report. The EOC Team member is primarily responsible for drafting the report. After finalizing the report with the other Team member, the EOC Team member sends the report to the Complainant and Respondent. The parties may provide written comments on the Review Report to the EOC within 5 calendar days of the date of the Review Report.
- i) After receiving the comments, the Review Team may edit the Review Report if it determines it necessary within their discretion. The Review Team finalizes the Review Report. The Review Team then sends a final report to the Complainant, Respondent, and the Deciding Administrator. The Review Team provides all written comments, if any, to the Deciding Administrator. Provided however, if a Respondent who is a Student elects the process specified below in Section H, the Review Team will send the Report and any written comments to the Panel Chair instead of the Deciding Administrator, and follow the steps set forth in that section.

5. Review Report; Decision on Remedies and Sanctions. If the Review Team finds a Violation:

- i. The Deciding Administrator decides the sanctions and is responsible for ensuring compliance with the sanctions. The Deciding Administrator also determines, in collaboration with applicable University administrators, what Remedies are to be granted to Complainant or others impacted.
- ii. The Deciding Administrator may impose any of the following sanctions or combination thereof, or any other responsive action aimed at preventing the recurrence of Prohibited Conduct:
  - a) Employee Sanctions include:

- (1) Verbal counseling.
- (2) Training and/or education (at the expense of the employee).
- (3) Written warning.
- (4) Probation.
- (5) Reassignment.
- (6) Transfer.
- (7) Demotion.
- (8) Reduction in pay.
- (9) Suspension (with or without pay).
- (10) Termination of employment.
- (11) An order of no trespassing on campus and/or in University programs, services, or activities.

b) Student Sanctions include:

- (1) Written warning.
- (2) Probation.
- (3) Fines.
- (4) Restitution.
- (5) Suspension.
- (6) Expulsion.
- (7) Withholding a diploma.
- (8) Revocation of certificate or degree.
- (9) Educational and/or discretionary sanctions.

iii. Within ten (10) days from the date the Review Team's sent its final Review Report, the Complainant and Respondent may submit written comments to the Deciding Administrator.

iv. If the Deciding Administrator determines, based on the written submissions during the comment period and the Review Team's file (the Deciding Administrator reviews the Report and has discretion of what to review from the Review Team's file), that the Review Team's Policy violation determination was Clearly Erroneous, then the Deciding Administrator shall remand the matter back to the Review Team for further review and shall provide the Review Team,

complainant, and respondent with a specific written basis for the “clearly erroneous” determination. The Review Team conducts further review so as necessary to address the identified errors and then follows the process set out above starting with Findings after a Full Review. A decision to remand to the Review Team is not subject to appeal.

6. Complainant’s Appeal of Finding. If the Review Team does not find a Violation:

- i. The Complainant may submit an appeal to the Deciding Administrator in writing within ten (10) days from the date the Review Team’s written final report was issued. The appeal must state every ground on which the appeal is based under the below-described standard.
- ii. On appeal, the Deciding Administrator does not conduct a new Review Process. The Deciding Administrator may only decide, based upon the written information presented and the Review Team’s file, whether the Review Team’s determination was Clearly Erroneous. The Deciding Administrator will defer to the Review Team for all credibility decisions (e.g., who is telling the truth). In the event that a Deciding Administrator decides that Review Team finding is Clearly Erroneous, the Deciding Administrator shall refer the matter back to the Review Team for further review and shall provide the Review Team with a specific written basis for the Clearly Erroneous determination. The Review Team conducts further review, as necessary to address the identified errors and then follows the process set out above starting with “Findings after a Full Review.”
- iii. If the Deciding Administrator determines that the Review Team’s findings are not clearly erroneous, then the Deciding Administrator’s ruling is final and not subject to further review within the University.
- iv. The Deciding Administrator should rule on an appeal in a timely fashion, preferably within twenty (20) days after receipt of the appeal. Rulings should be made in writing, with copies to the Complainant, Respondent, EOC and the Office of Legal Affairs.

G. Appeal of Sanctions Decision.

1. If the Deciding Administrator imposes a sanction(s), then Complainant and/or Respondent may submit an appeal to the Appeal Administrator within ten (10) days from the date of the Deciding Administrator’s written decision.
2. A respondent’s appeal must be in writing and the appeal must state every ground on which the appeal is based. The Respondent may appeal the violation finding and/or the severity of the sanctions.
3. A complainant’s appeal must be in writing, must state every ground on which the appeal is based, and may appeal only the severity of the sanction(s).
4. On appeal, the Appeal Administrator does not conduct a new Review Process. The Appeal Administrator may only decide, based upon the written information and the Deciding Administrator’s and Review Team’s files, and any follow up clarifying

- questions to the Deciding Administrator and/or Review Team, whether the Review Team’s violation determination and/or the Deciding Administrator’s sanctions were “arbitrary and capricious.” This means that there must be no reasonable basis, under circumstances presented, to uphold the sanctions imposed by the Deciding Administrator. The Appeal Administrator must defer to the Review Team for all credibility decisions (e.g., who is telling the truth). A Deciding Administrator who follows the Review Team’s recommended sanction(s) will be presumed not to have acted arbitrarily or capriciously, unless conclusively demonstrated otherwise.
5. If the Appeal Administrator determines that the Review Team’s Policy violation determination was arbitrary and capricious, then the Appeal Administrator shall remand the matter back to the Review Team for further review and shall provide the Review Team with a specific written basis for the “arbitrary and capricious” determination. The Appeal Administrator shall copy the Complainant and Respondent on that letter. The Review Team conducts further review as necessary to address the identified errors and then follows the process set out above starting with Findings after a Full Review. A decision to remand to the Review Team is not subject to appeal.
  6. If the Appeal Administrator determines only that the Deciding Administrator’s sanctions are arbitrary and capricious, then the Appeal Administrator shall refer the matter back to the Deciding Administrator for further review and shall provide the Deciding Administrator with a specific written basis for the “arbitrary and capricious” determination. The Deciding Administrator addresses the identified errors and then follows the process set out above starting with Decision on Sanctions. A decision to remand to the Deciding Administrator is not subject to appeal.
  7. The Appeal Administrator should rule on an appeal in writing in a timely fashion, preferably within thirty (30) days after receipt of the appeal. The Appeal Administrator should send copies of the decision letter to the Complainant, Respondent, EOC, and the Office of Legal Affairs. A decision by the Appeal Administrator that affirms the Deciding Administrator’s decision is not subject to further review within the University.
- H. Student Respondent facing possible 10-day Plus Suspension or Dismissal.  
Notwithstanding the foregoing, if the Respondent is a Student potentially facing a 10-day or more suspension or expulsion based on the reported conduct, then the Respondent-Student may elect to either proceed with the Review Process set out above (including through the appeal process) or elects--in writing to the Director prior to the Review Team issuing its draft report--to undergo the following process:
1. The Review Team conducts the review and creates a report.
  2. The report sets out the facts and applies the facts to the Policy, but does not make a final determination about whether a Policy violation occurred.
  3. The Review Team sends the Report to the Panel Chair, as set out in the Student Code of Conduct, SUU Policy 11.2. The Panel Chair follows the process set out in the Code for determining whether Respondent violated this Policy and, as applicable, any

sanctions. The Review Team may serve as witnesses in any resulting processes under the Code and the Panel may consider the Report as an exhibit.

4. Any appeal options and processes after a Panel Hearing then follow the process set out in the Student Code of Conduct, SUU Policy 11.2.

I. Discretion in Application.

1. The University retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the University's interpretation or application differs from the interpretation of the parties.

2. Despite the University's reasonable efforts to anticipate all eventualities in drafting this Policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the University retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

3. Without limiting the application of other policies, the provisions of this Policy are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the University retains discretion to revise this Policy at any time, and for any reason. The University may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

J. Training. The EOC is responsible for coordinating training for the University community on topics of Discrimination, Harassment, and/or Retaliation in accordance with applicable law and as deemed necessary within the Director's discretion.

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~~A. Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; Vietnam Era Veterans' Readjustment Assistance Act of 1974; Executive Order 11246 (as amended); the State of Utah Anti-Discrimination Act; and others as applicable.~~

~~B. General Policy~~

~~1. Prohibited behavior or conduct includes the following:~~

~~a. That which is demeaning, ridiculing, derisive, or coercive, on a severe or pervasive basis, resulting in a hostile or intimidating working or learning environment;~~

~~b. That resulting in a tangible employment action being taken against an employee, a tangible work benefit being granted or denied an employee, or tangible effect in grading or academic advancement of a student.~~

~~i. Severe behavior refers to that which is repugnant, that which is extremely offensive to a reasonable person, or that which occurs with indifference to the ordinary sensibilities of a reasonable person.~~

- ii.—Pervasive behavior refers to that which occurs repeatedly or in some pattern over a period of time, having the effect of interfering with a person’s work or academic performance, or creating a hostile environment. Pervasive behavior may be found in repeated verbal or other suggestive conduct that an ordinary person would view as vulgar, obscene, or intimating an interest in a relationship that would be unwelcome, unprofessional or create a conflict of interest in the employment or academic environment.
  - iii.—The more severe the behavior, the less pervasive it need be to meet this test, and the less severe the behavior, the more pervasive it need be to meet this test. In the case of extreme and outrageous behavior, a single event may be deemed severe enough to meet this test.
  - iv.—A hostile environment includes, but is not limited to, one in which a reasonable person can establish that he or she is the target of conduct by a supervisor, co-worker, faculty member, staff member, volunteer, campus contractor, or student that is sufficiently severe or pervasive to alter the conditions of his or her employment or education. A hostile environment generally assumes that the behavior is pervasive and directed at a victim who must work or attend there, or is otherwise entitled or expected to be there for work or academic purposes.
- 2.—Behavior or conduct constituting sexual Harassment is also prohibited under this policy as well as state and federal law. Inappropriate conduct may be found between persons of different gender, the same gender, and in instances of gender stereotyping:
- a.—Sexual Harassment is defined as conduct of a sexual nature, physical or verbal, by an individual in an official University position when:
    - i.—Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; or
    - ii.—Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual.
  - b.—Sexual Harassment may also be found in conduct of a sexual nature that is sufficiently severe or pervasive, which has the effect of altering the conditions of an individual’s employment, or creating an abusive or untenable academic or working environment.
    - i.—Severe conduct may include, but is not limited to, requests for sexual relations, physical touching, and other conduct that has the intent or effect of conveying an unwelcome sexual suggestion, particularly where such have been clearly declined and disapproval expressed. However, “simple teasing,” offhand comments, and isolated incidents (unless extremely serious) will not constitute an abusive or untenable environment.

- ii.—Intentional physical contact with a part of the body that is intimate or gender specific is, by its nature, severe, and may also constitute the crime of sexual battery or assault under state law. This conduct is prohibited; and need not be pervasive to constitute a violation under this policy. Anyone believing themselves to be a victim of such conduct is encouraged to file a complaint under this policy, and encouraged to contact Campus Police.
- 3.—If there is no apparent threat to, or reasonable apprehension for personal safety, a person experiencing conduct they believe to constitute Discrimination, Harassment, or sexual Harassment is encouraged to confront the alleged violator and clearly communicate their disapproval of such behavior, indicating that it is unwelcome and/or inappropriate, and that it will not be tolerated in the future. This effort is encouraged as a means of stopping and preventing such behavior in the future. It is also recommended that such a confrontation be documented for use in support of any future complaint or investigation.
- 4.—Violators will be subject to discipline under this policy, guided but not controlled by other University policies, and may, where the conduct warrants, be referred for criminal prosecution. Discipline will be determined consistent with the severity and overall nature of the behavior and need not follow any “progressive discipline” format. Conduct found to be substantially severe and pervasive may result in termination from employment or other disciplinary or corrective action designed to prevent future repetitions. The imposition of disciplinary and/or corrective action may be considered as follows:
  - a.—In the case of a faculty member, a violation is considered to be highly unprofessional and discipline will be guided by Policy 6.28;
  - b.—In the case of a classified or professional staff employee:
    - i.—In probationary status, the alleged offender will be dismissed, unless that is deemed inappropriate by their Vice President, who will specify the appropriate discipline;
    - ii.—**Not in** probationary status, discipline will be guided by Policy 8.3.5.
  - c.—In the case of a campus volunteer, the volunteer will not be recalled to service. Reported incidents and any documentation will be filed with campus police and subject to state and federal laws.
  - d.—In the case of an on-campus contractor, the job supervisor will be notified with the expectation that the contractor’s alleged offending employee(s) or sub-contractor’s alleged offending employee(s) will be disciplined and re-assigned away from the on-campus job site. A report may also be filed with the campus police, and the alleged offender dealt with under applicable state and/or federal laws.
  - e.—In the case of a student violation, (e.g., proposing or intimating a sexual relationship with a faculty member, staff member or campus volunteer), the student will be referred to the Dean of Students and the conduct will be addressed under Policy 11.2.

- ~~f.—In the case of an on-campus visitor, reported incidents and any documentation should be filed with campus police and the alleged offender dealt with under applicable state and/or federal laws.~~
- ~~5.—A faculty member, staff member, or campus volunteer will be subject to disciplinary or corrective action for Harassment and/or sexual Harassment of another employee or of a student, even if that Harassment occurs outside of scheduled work time, away from regular work location, or off campus.~~

### ~~C.—Burden of Proof~~

- ~~1.—The accused is presumed to be innocent until it is proven by a preponderance of the information obtained that they have violated this policy.~~
- ~~2.—Anyone asserting “consent,” as excusing or mitigating an accusation of behavior otherwise prohibited under this policy, will bear the burden of rebutting a strong presumption to the contrary. The assertion of consent would mean that the behavior was mutually agreeable to the involved parties. The presumption must ordinarily be rebutted by a preponderance of information showing affirmative statements or conduct communicating consent. Consent will not ordinarily be inferred from a party’s or co-worker’s tolerance, or immediate failure to confront a person or persons engaged in prohibited conduct.~~
  - ~~a.—The basis for the presumption includes, but is not limited to, the following:
    - ~~i.—The behavior is prohibited by this policy.~~
    - ~~ii.—The behavior has become the subject of a complaint.~~
    - ~~iii.—Parties are often in an unequal position where one is in a position of power or authority and the other is a subordinate or student.~~
    - ~~iv.—Behavior between two persons that is consensual can form the basis for a third party complaint alleging that the behavior resulted in less favorable treatment of the non-consenting or non-participating third party.~~~~
  - ~~b.—Where the presumption is rebutted, and consent is shown:
    - ~~i.—The consenting parties may be subject to discipline for having consensually engaged in prohibited conduct.~~
    - ~~ii.—Any discipline warranted by the prohibited conduct may, but need not be, mitigated by the consent.~~
    - ~~iii.—A third party complaint resulting from the consensual conduct will be considered to be equally asserted against all consenting individuals.~~~~
  - ~~c.—Because of the inherent differential in authority, Southern Utah University prohibits any faculty from engaging in a romantic and/or sexual relationship with any undergraduate or graduate student currently enrolled at the university when one participant has direct evaluative or supervisory authority over the other because such relationships create an inherent conflict of interest. (See Policy 6.28.) When such cases arise, the individual in the evaluative or supervisory position has an obligation to~~

disclose the relationship to his or her administrative superior and to cooperate in removing himself or herself from any such evaluative or supervisory activity in order to eliminate the existing or potential conflict of interest, or the likelihood of a complaint being filed under this policy. Exceptions to this prohibition include legally recognized or recognizable marriages.

- d. ~~Consensual relationships between employees in a supervisor / subordinate relationship are also prohibited. Persons wishing to pursue such a relationship should seek a transfer to another campus department so as to eliminate or minimize the possibility of a complaint or conflict of interest.~~
- e. ~~Consensual relationships between persons in a position of lateral or equal authority are discouraged as such may form the basis for a third party complaint where co-workers observe conduct that would otherwise be prohibited under this policy, and which may be unproductive and inappropriate in the workplace.~~

#### D. ~~Complaint Procedure~~

~~Anyone claiming harm from prohibited conduct who seeks investigation and remediation through on-campus procedures, is encouraged to file a complaint and engage in the processes provided below. The University will make reasonable efforts to ensure that the process is free from bias, collusion, intimidation or retaliation.~~

- 1. ~~Complaints should be brought as soon as possible, and must be filed within four (4) months of the most recent violation. Where the interests of fairness require, this time limit may be extended with the consensus of the Human Resources Director, or designate (“Director”), the responsible Vice President (“Vice President”), and University Counsel.~~

~~**A person claiming Discrimination or sexual Harassment who desires state or federal review, must initiate a “Request for Agency Action” with the Utah Anti-Discrimination and Labor Division (“UALD”) within 180 days; or a complaint with the Equal Employment Opportunity Commission (“EEOC”) within 300 days from the from the date of last harm (not from the date that the complaint to the University is filed or resolved).**~~

- 2. ~~An individual who experiences prohibited conduct; or an individual who is observing or otherwise aware of such prohibited conduct is encouraged to:
  - a. ~~Document the occurrence;~~
  - b. ~~Identify any witness or witnesses;~~
  - c. ~~Confront the offender and indicate disapproval of the conduct; and/or,~~
  - d. ~~Continue to report to work, or other standard venue, unless the circumstances reasonably indicate an apparent threat to, or reasonable apprehension for personal safety.~~~~
- 3. ~~An individual faculty member, staff member, administrator, student, campus volunteer, or third party observer may orally assert, or file a written complaint alleging that prohibited Discrimination, Harassment or sexual Harassment has~~

occurred. This may be done by an alleged victim or on behalf of an alleged victim by a campus administrator, as circumstances dictate.

- ~~4. A complaint may be filed with the Human Resources Director, with the alleged victim's immediate supervisor, or with anyone in an administrative position below the Vice President responsible for the department in which the alleged violator is employed. Once received, all complaints must be forwarded to the Director for investigation and recommendation back to the responsible Vice President for final disciplinary, corrective or other appropriate action.~~
- ~~5. Complaints will be handled with such confidentiality as may be reasonably available under the circumstances.~~

**~~Absolute confidentiality is not and cannot be guaranteed.~~**

- ~~6. Any supervisor who has knowledge of prohibited conduct is expected to take immediate action intended to prevent further violation, document the action, and provide a report to the Human Resource Office. This report may either support or constitute a complaint as circumstances dictate.~~
- ~~7. Upon receiving a complaint or report of alleged violation:
  - ~~a. Where the Director, on initial review, finds that the alleged violation meets the minimum requirements of Section IV.B., above, an investigation will be conducted as provided in Section IV.E., below. Any violation found will be resolved in accordance with this policy; or,~~
  - ~~b. Where the Director, on initial review, finds the complaint or information insufficient to pursue an investigation (e.g., conduct not pervasive; but inappropriate), the Director will schedule a meeting with the complainant, the supervisor of the alleged violator, Legal Counsel and/or others as appropriate to communicate this determination and to consider any remedial action as may be appropriate.~~~~
- ~~8. Should a complaint involve the Director, a Vice President, or other person designated by this policy to make or implement a recommendation or decision, the University President will temporarily appoint a substitute for purposes of processing, investigating and resolving the complaint.~~

**~~E. Investigative Procedure~~**

- ~~1. There will be a minimum of nine (9) trained investigators selected by the Director of Human Resources from faculty and staff. These investigators will be trained in appropriate investigation methods. They will be composed into investigation teams of three: One female, one male and a third assigned at random ("Investigation Team"). The Investigation Team will not serve in an advocate role; but rather, as neutral, impartial investigators. If during the course of their investigation a conflict of interest becomes apparent, or is asserted by any party relative to any member of the Investigation Team, it will be brought to the attention of the Director of Human Resources who can consider substitution within the Investigative Team, or other appropriate action.~~
- ~~2. The complainant may make specific requests relating to the investigation process and the Investigation Team. The Investigation Team will attempt to comply with~~

these requests, but is not bound to do so. The Investigation Team—in consultation with other appropriate individuals, as necessary—may take whatever action they see as necessary and appropriate to determine the accuracy or validity of the allegations and make such recommendations they think reasonable to resolve the complaint.

3. Where a complaint is investigated:

- a. The Investigation Team is authorized to ask questions of the complainant, the victim (if not the complainant), the accused, and all others having information, as their names become known to the investigators in the course of their investigation. Investigators will have authority and discretion to ask such questions and obtain such documents and other information as the circumstances and details provided may require. If the Investigation Team discovers information to substantiate violations not asserted in the complaint, or other victims not otherwise known to the complainant, the investigators will notify the Director who has authority and discretion to construe the complaint to best prevent future violations and achieve the greatest fairness in the circumstances. Instances discovered to be outside the four month time frame in Section IV.C., above, must be evaluated for inclusion or exclusion, as provided under that section.
- b. The complainant, the victim (if not the complainant), the accused and others interviewed may request confidentiality or anonymity, and such request(s) will generally be honored by the Investigation Team to the practical extent possible, unless in their judgment such is not in the best interest of the investigation, the University, other parties; or, is fundamentally unfair to the accused unless it is otherwise prohibited or affected by applicable law.
- c. Once referred for investigation, the complaint will be investigated as promptly as possible in the circumstances, and recommendations will be forwarded to the Director of Human Resources—ideally within one month.
- d. Unless the Investigation Team finds the complaint to be groundless prior to interviewing the accused, the accused must be presented with a copy of the complaint (or an appropriate summary, as confidentiality and anonymity may require) and must be allowed the opportunity to respond, explain or refute its allegations, or other information provided within 14 calendar days, before the investigation can be concluded.
- e. In conducting their investigation, the Investigation Team will make reasonable efforts to preserve the dignity, respect and reputation of all parties and others involved.
- f. Once the accused is made aware of the complaint, they will not knowingly communicate with the complainant (and the alleged victim if not the complainant) regarding the alleged violation(s) and should avoid any conduct which could be construed as retaliatory. Proof of retaliation may result in additional disciplinary action as provided below.

4. Results of Investigation

- a. ~~Upon concluding its investigation, if the Investigation Team, by majority, finds:~~
- i. ~~That the allegations have been supported by a preponderance of the information; or,~~
  - ii. ~~That the accusations were made falsely, as described in Section IV.G., or as a matter of vindictive or retaliatory conduct, as described in Section IV.F., below; or,~~
  - iii. ~~That the accusations are not supported by a preponderance of the information;~~

~~Their written findings and recommendations will be submitted to the Director of Human Resources and the accused.~~

- b. ~~Upon receiving the findings and recommendations of the Investigation Team, the Director of Human Resources will forward these findings and recommendations to the appropriate Vice President.~~

~~Where:~~

- i. ~~The findings indicate a policy violation by a tenured faculty member, professional in residence (during the term of contract), or non-probationary staff member,~~
  - A. ~~The Vice President having line authority over the accused will meet with them to review the findings and proposed disciplinary or corrective action.~~
  - B. ~~The accused will have the opportunity to respond and be heard in this meeting.~~
  - C. ~~The accused may have a representative accompany them at this meeting for advice and support—the representative will not speak on behalf of the accused, unless permitted by the Vice President.~~
  - D. ~~The Vice President will meet separately with the complainant for the same purpose, and may (in their discretion) meet with the victim, if other than the complainant, to summarize the findings and disciplinary or other corrective action. The complainant may also have a representative at this meeting.~~
  - E. ~~After hearing the accused and the complainant, the Vice President may confer with the Investigation Team, or others, if necessary, to be fully advised before finalizing and imposing disciplinary or other corrective action.~~
  - F. ~~The affected faculty or staff member will be notified of final disciplinary or corrective action in writing, with a copy to their personnel file.~~

- ii. ~~The findings indicate a policy violation by an adjunct professor, a tenure-track professor, visiting faculty, probationary staff member, or campus volunteer,~~
  - A. ~~The Vice President may dismiss from employment or impose corrective action on that person without a review meeting or other process.~~
  - B. ~~The affected person will be notified of final action in writing, with a copy to their personnel file. A campus volunteer will be notified by best available means.~~
- iii. ~~The findings indicate that the accusations were made falsely or as vindictive or retaliatory conduct—~~
  - A. ~~By a faculty member, staff member, or campus volunteer,~~
    - 1. ~~The Vice President over the accused (where they do not have line authority over the other party) will advise the Vice President over the complainant (or victim, if other than the complainant). They will review the findings and recommendations.~~
    - 2. ~~The appropriate Vice President will then meet with the parties involved and will finalize and impose appropriate disciplinary or other corrective action.~~
    - 3. ~~The affected person will be notified of disciplinary or other corrective action in writing, with a copy to their personnel file.~~
    - 4. ~~A campus volunteer will be notified by best available means.~~
  - B. ~~By a student, the Dean of Students will be notified, and the conduct will be addressed under Policy 11.2.~~
- e. ~~In the process of investigating a policy violation, if an Investigation Team finds what they believe to be evidence of criminal conduct, their information will be forwarded to the Director of Human Resources and Campus Legal Counsel for review and referral to the County Attorney or Attorney General's Office as appropriate. These offices have independent discretion to pursue further review, investigation and prosecution, as they find appropriate. Any policy violation will be addressed under Sections IV.E.4.b.iii.A. B., above.~~
- d. ~~If the Investigation Team determines that the allegations were not supported, written findings to that effect will be provided to the Director of Human Resources and the complaint dismissed.~~
- e. **The meeting with the Vice President, specified above, providing the accused violator with the opportunity to be heard on the findings and proposed disciplinary or other corrective action, constitutes and fulfills all legal and policy requirements for faculty/staff due process on the complaint.**

## F. ~~Retaliation~~

- ~~1. No one may retaliate (“retaliation”) against any faculty member, staff member, student or campus volunteer that initiates a complaint or participates in the resolution of a complaint made under this policy.~~
- ~~2. Retaliation may include, but is not limited to:~~
  - ~~a. Open hostility to any complainant, participant or others involved;~~
  - ~~b. Exclusion or ostracism of the complainant, participant or others;~~
  - ~~c. Creation of, or the continued existence of, a hostile work environment;~~
  - ~~d. Special attention to or assignment of the complainant, participant or others to demeaning duties not otherwise performed in the ordinary course of routine employment or in the ordinary course of established course study as provided by or reasonably inferred from the syllabus;~~
  - ~~e. Tokenism or patronizing behavior;~~
  - ~~f. Discriminatory treatment;~~
  - ~~g. Subtle Harassment; or~~
  - ~~h. Imposing unreasonable time restrictions on employees in preparing complaints or compiling information related to prohibited conduct.~~
- ~~3. Any act of retaliation toward the complainant, witnesses or others involved in the investigation shall be subject to additional corrective or disciplinary action as provided in Section IV.E.4.b.iii., above.~~

## G. ~~False Accusations~~

- ~~1. Accusations of conduct prohibited under this policy can have long-term effects on the professional reputation and potential for career advancement of anyone so accused.~~
- ~~2. Recognizing this, anyone making knowingly false or materially inaccurate accusation(s) of prohibited conduct, if so determined in the course of evaluating a complaint, will be subject to disciplinary or corrective action appropriate to the circumstances as provided in Section IV.E.4.b.iii., above. Discipline may include termination from employment or expulsion from the University.~~

## H. ~~Records~~

- ~~1. All records of complaints, investigations, findings and recommendations considered or accumulated under this policy [“records”] are classified as “PROTECTED” under the Utah Government Records Access and Management Act (“GRAMA”).~~
- ~~2. Records will be maintained and stored in the Human Resources Office. Removal or disposal of records in the protected file may only be done with the approval of the University President, and only after minimum retention time (as may be provided by state law or University practice) have been met. In any case, records will be kept for a minimum of three years from the resolution of the complaint or investigative proceeding.~~

- ~~3. Supervisors will not keep separate files related to complaints of prohibited conduct.~~
- ~~4. Information contained in the protected file will only be released by the University President or the Director of Human Resources, when in compliance with the requirements of applicable law, after consultation with Campus Legal Counsel.~~
- ~~5. Participants in any investigation or implementation of disciplinary or other corrective or remedial action shall treat all information as protected and confidential.~~
- ~~6. Final disposition of a complaint will be communicated to the accused violator, the responsible Vice President, the complainant, and at the discretion of the Vice President, the victim(s), if other than the complainant.~~

## V. RELEVANT FORMS/LINKS

N/A

1. Reporting Form.
2. Report, Review and Investigative Process Flow Chart.
3. Guide on Protected Statuses and Types of Discrimination.
4. EO Office Website

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## VI. QUESTIONS/RESPONSIBLE OFFICE/OFFICER(S)

~~The responsible office for Questions about this policy is Policy should be directed to the EOC. The Vice President for Finance and Administration. For questions about this policy, contact the Office of Legal Affairs is the responsible office for the Policy.~~


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## VII. POLICY ADOPTION AND AMENDMENT DATES

**Date Approved:** ~~November 2, 1990~~  
**Amended:** ~~August 26, 2010~~  
**Reviewed with no Change**

Date: December 2, 2021

To: Board of Trustees

From: Marvin L. Dodge 

Subject: Revisions to Policy 5.60, *Sexual Misconduct*

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Policy 5.60 *Sexual Misconduct* has been revised to remain consistent with revisions to Policy 11.2 *Student Conduct Code*, Policy 5.27 *Non-Discrimination/Anti-Harassment*, and the new Policy 5.63 *Relationships with Subordinate Employees and Students* following the same approval timeline. Policy 5.60 *Sexual Misconduct* identifies prohibited conduct in the area of sexual harassment and retaliation and has been adjusted to appropriately reference related policies. Revisions also removed the section on sexual conduct with subordinate employees or students and created Policy 5.63 *Relationships with Subordinate Employees and Students* for those circumstances, allowing Policy 5.60 *Sexual Misconduct* to remain focused on Title IX related matters.

This policy revision received approval from the President's Cabinet and was first presented to the President's Council on October 18, 2021. On that date, the policy received temporary approval from the President to be effective immediately, in accordance with Policy 5.56 *Policy Development Authority*. It has continued to follow the regular approval process, including getting distributed to campus for a 21-day review. Final recommendation of the revisions was approved by the Council at its November 15, 2021 meeting.



POLICY NUMBER: 5.60  
SUBJECT: Sexual Misconduct

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## I. PURPOSE

~~The purpose of this policy is to define~~ This Policy defines and ~~prohibit~~ Discrimination on the basis of sex, including Sexual Harassment, prohibits Sexual Harassment in education programs and activities; details how to report a violation of this ~~policy~~ Policy; describes Southern Utah University resources and Supportive Measures to protect those involved in the process; and outlines investigation, disciplinary, and due process procedures for addressing reported violations of this ~~policy~~ Policy. This ~~policy~~ Policy applies to all persons who are (1) employed by, attending, or affiliated with the University; (2) participating in any University program or activity, including but not limited to trustees, administrators, faculty, staff, students, independent contractors, volunteers, and guests; and/or (3) visiting campus or any property owned or leased by the University. The provisions of this Policy implement federal requirements created by 34 C.F.R. §§ 106.44 and 106.45.

Discrimination on the basis of sex/gender, gender identity, sexual orientation, and pregnancy or a pregnancy-related condition is addressed under SUU Policy 5.27. That Policy constitutes the University's grievance procedures expected and explained by 34 C.F.R. § 106.8(c).

~~This policy applies to all employees of the University and any persons participating, or attempting to participate, in any University Program or Activity. To the extent that any other University policies address sex Discrimination, Sexual Harassment, or Retaliation, as defined in this policy, this policy and its procedures govern.~~

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## II. REFERENCES

- A. 34 C.F.R § 106.44 Recipient's response to sexual harassment
- B. 34 C.F.R. § 106.45 Grievance process for formal complaints of sexual harassment
- ~~A-C.~~ Americans with Disabilities Act (ADA) (as amended)
- ~~B-D.~~ Campus Sexual Violence Elimination Act (SaVE)—Reauthorization of the Violence against Women Act of 2013 (VAWA)
- ~~C-E.~~ Family Educational Rights and Privacy Act (FERPA)
- ~~D-F.~~ Health Insurance Portability and Accountability Act (HIPAA)
- G. Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act (Clery Act)
- H. Southern Utah University Policy 5.0 Threat Management and Safety Intervention
- I. Southern Utah University Policy 5.27 Non-Discrimination / Anti-Harassment
- ~~E-J.~~ Southern Utah University Policy 11.2 Code of Conduct
- ~~F.~~ Title VII of the Civil Rights Act of 1964 (Title VII)

K.

~~G.~~—Title IX of the *Higher Education Amendments Act* of 1972 (Title IX)

L.

~~H.~~M. [Utah Code § 53B-27-101 et seq. Campus Individual Rights Act](#)

~~I.~~N. [Utah Code § 53B-28-302 Code of conduct violation -- Report of sexual violence](#)

O. [Utah Code § 53B-28-304 Criminal Retaliation against a victim or a witness](#)

~~J.~~P. [Utah Code §62A-4a-403 Reporting requirements -- Exceptions](#)

~~K.~~Q. [Utah Code § 63G-2 Government Records Access and Management Act \(GRAMA\)](#)

~~L.~~R. [Utah Code § 63G-7-301 Waivers of immunity](#)

~~M.~~S. [Utah Code § 76-5-404.1 Sexual abuse of a minor;](#)

~~N.~~T. [Utah Code § 77-36 Cohabitant Abuse Procedures Act](#)

~~Ø.~~U. [Utah Code § 77-38 Rights of Crime Victims Act](#)

~~P.~~V. [Utah State Board of Higher Education Policy R256 Student Disciplinary Processes](#)

~~Q.~~W. [Utah State Board of Higher Education Policy R842 Restrictions on Faculty/Staff Relationships with Students](#)

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### III. DEFINITIONS

A. **Actual Knowledge:** Notice of Sexual Harassment or allegations of Sexual Harassment to the Title IX Coordinator or any official of the University who has authority to institute corrective measures on behalf of the University. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute Actual Knowledge. This standard is not met when the only official of the University with Actual Knowledge is the Respondent. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report Sexual Harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the University.

B. **Complainant, Victim, or Alleged Victim:** An individual who is alleged to be the Victim of conduct that could constitute Sexual Harassment.

C. **Conflict of Interest:** Any circumstance in which an individual's financial, professional, or other personal considerations may directly or indirectly affect, or reasonably appear to affect, an individual's professional judgment in exercising any University duty or responsibility. Independent knowledge of an incident through other means generally is not a Conflict of Interest.

~~Ø.~~D. **Consent:** Consent to engage in a sexual encounter must be given by all participating Parties; must be clear, knowing, and voluntary; and may be given only by

someone who is 18 years of age or older and is not mentally and/or physically incapacitated. Consent is active, not passive. Consent requires an affirmatively communicated willingness through words and/or actions to participate in sexual activity. Silence, in and of itself, may not be interpreted as Consent.

~~D.~~E. **Dating Violence:** ~~as~~As defined at 34 U.S.C. 12291(a)(10), Dating Violence means violence committed by a person (A) who is or has been in a social relationship of a romantic or intimate nature with the Victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

1. The length of the relationship.
2. The type of relationship.
3. The frequency of interaction between the persons involved in the relationship.

~~E.~~ **Discrimination:** ~~For purposes of this policy, adverse action towards University employees or students in the terms or conditions of employment; University admission or education; access to University programs, services, or activities; or other University benefits or services, on the basis of their inclusion or perceived inclusion (in the case of sexual orientation, gender identity, or gender expression) in the protected classes of sex, pregnancy, pregnancy related conditions, sexual orientation, gender identity, or gender expression that has the effect of denying or limiting participation in a University program or activity.~~

~~F.~~ **Domestic Violence:** ~~as~~As defined in 34 U.S.C. 12291(a)(8), Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Victim, by a person with whom the Victim shares a child in common, by a person who is cohabitating with or has cohabitated with the Victim as a spouse or intimate partner, by a person similarly situated to a spouse of the Victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth (ages 11-24) Victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

~~F.~~G. **Education Program or Activity:** Includes location, events, or circumstances over which the University exercises substantial control over both the respondent and the context in which the harassment occurs. Substantial control is likely to exist when the program or activity is University-authorized and substantially organized and/or supervised by a University faculty/staff member(s) within the context of that faculty/staff member's University employment.

~~G.~~H. **Formal Complaint:** A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the University investigate the allegation of Sexual Harassment. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the ~~education program or activity~~Education Program or Activity of the University with which the Formal Complaint is filed. A Formal Complaint may be filed with the Title IX

Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the University. As used in this paragraph, the phrase “document filed by a Complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the University) that contains the Complainant’s physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint.

~~H~~.I. **Incapacitation:** An individual who is incapacitated cannot give Consent to engage in a sexual encounter. Incapacitation is defined as the physical and/or mental inability to make informed, rational judgments. Factors that could be indications of Incapacitation include but are not limited to mental or physical disability; lack of sleep; alcohol; illegal, date-Rape, or prescription drug use; unconsciousness; blackout; or involuntary physical restraint. Being intoxicated by drugs or alcohol does not diminish one’s responsibility to obtain Consent. The factors to be considered when determining whether Consent was given include whether the accused knew, or whether a reasonable person should have known, that the Complainant was incapacitated.

~~I~~.J. **Party:** Complainant or Respondent.

~~J~~.K. **Preponderance of Evidence:** The evidentiary standard used during a sexual misconduct investigation/review to determine if the allegations occurred and if a University ~~policy~~ Policy violation has occurred. Preponderance of Evidence means it is more likely than not, or more than 50 percent in favor, that the misconduct occurred as alleged.

~~K~~.L. **Respondent:** Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

~~L~~.M. **Retaliation:** An action, performed directly or through others, that is aimed to dissuade a reasonable person from engaging in a protected activity or is done in retribution for engaging in a protected activity. Action in response to a protected activity is not retaliatory unless (i) it has a materially adverse effect on the working, academic, or other University-related environment of an individual and (ii) it would not have occurred in the absence of (but for) the protected activity. Examples of protected activities include reporting (internally or externally) a complaint of Sexual Harassment in good faith, assisting others in making such a report, or honestly participating as an investigator, witness, decision maker, or otherwise assisting, in an investigation or proceeding related to suspected Sexual Harassment.

~~M~~.N. **Sexual Assault:** ~~as~~ As defined at 20 U.S.C. 1092(f)(6)(A)(v) and the uniform crime reporting system of the Federal Bureau of Investigation, Sexual Assault means any sexual act directed against another person, without the Consent of the Victim, including instances where the Victim is incapable of giving Consent; also unlawful sexual intercourse, including the following:

1. Rape:—Any penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the Consent
2. Sodomy:—Oral or anal sexual intercourse with another person, without the Consent of the Victim, including instances where the Victim is incapable of giving Consent because of their age or because of their temporary or permanent mental or physical incapacity
3. Sexual Assault with an Object—: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the Consent of the Victim, including instances where the Victim is incapable of giving Consent because of their age or because of their temporary or permanent mental or physical incapacity
4. Fondling—: The touching of the private body parts of another person for the purpose of sexual gratification without the Consent of the Victim, including instances where the Victim is incapable of giving Consent because of their age or because of their temporary or permanent mental or physical incapacity
5. Incest—: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Utah law. See Utah Code ~~§ section~~ 76-7-102.
6. Statutory Rape:—Nonforcible sexual intercourse with a person who is under Utah’s statutory age of Consent. See Utah Code ~~§ section~~ 76-5-401 et seq.

~~N.O.~~ **Sexual Harassment:** ~~conduct~~ Conduct on the basis of sex that satisfies one or more of the following: (1) An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual’s participation in unwelcome sexual conduct; (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to University ~~education program or activity~~ Education Program or Activity; or (3) “Sexual Assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “Dating Violence” as defined in 34 U.S.C. 12291(a)(10), “Domestic Violence” as defined in 34 U.S.C. 12291(a)(8), or “Stalking” as defined in 34 U.S.C. 12291(a)(30).

~~O.~~ **Sexual Assault Response Team (SART):** ~~A committee of trained interdepartmental University staff working collaboratively to provide services for the University community by offering specialized Sexual Assault intervention services, including but not limited to ensuring the immediate safety of the Alleged Victim, taking interim measures as necessary, and remediating the effects of substantiated sexual misconduct.~~

**P. Stalking:** as ~~As~~ defined at 34 U.S.C. 12291(a)(30), Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

**Q. Subordinate Employee:** See SUU Policy 5.63 *Restrictions on Faculty/Staff Relationships with Subordinate Employees and Students.*

**P.R. Subordinate Students:** See SUU Policy 5.63 *Restrictions on Faculty/Staff Relationships with Subordinate Employees and Students.*

**Q.S. Supportive Measures:** Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the University's ~~education program or activity~~ Education Program or Activity without unreasonably burdening the other Party, including measures designed to protect the safety of all ~~parties~~ Parties or the University's educational environment, or deter Sexual Harassment. Supportive Measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the ~~parties~~ Parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The University must maintain as confidential any Supportive Measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the Supportive Measures. The Title IX Coordinator is responsible for coordinating the effective implementation of Supportive Measures.

**R.T. Title IX Coordinator:** The University must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title 34 of the Code of Federal Regulations, part 106, which employee must be referred to as the "Title IX Coordinator."

**S.U. University Community Members:** All persons employed by or affiliated with the University in any way and persons participating in any University program or activity, including but not limited to trustees, advisory board members, administrators, faculty, staff, students, independent contractors, volunteers, and guests or visitors to any University campus or any property owned or leased by the University.

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## IV. POLICY

### A. Scope

This Policy applies to all employees of the University and any persons participating, or attempting to participate, in any University program or activity. This Policy also covers conduct that occurs on University property, in University-sponsored programs regardless of location, in the context of University employment, and conduct regardless of location when it is directly related to (e.g., part of the same sequence of events) conduct that falls under one of

the other categories listed in this paragraph.

Additionally, this Policy applies to employees regardless of location when the reported Prohibited Conduct is directed by a University employee-Respondent towards a Subordinate Employee or Subordinate Student or such other employee or student whom the Respondent has the ability to affect salary, benefits, and/or working conditions. An employee is acting within the context of University employment when performing work assigned by the employer or engaging in a course of conduct subject to the employer's control. An employee's act is not within the scope of employment when it occurs within an independent course of conduct not intended by the employee to serve any purpose of the University.

The University may address sexual misconduct that occurs outside of the University's educational program and activity or during University-sponsored travel abroad if doing so would be consistent with the off-campus jurisdiction established by SUU Policy 11.2 *Code of Conduct* when the Respondent is a student.

If jurisdictional factors specified in the Student Code of Conduct indicate University response is warranted and feasible and the Complainant has filed a formal complaint, the University will use the grievance procedures outlined in this Policy to resolve the complaint even though the complaint must be dismissed under Title IX. A dismissal under Title IX does not mean the University cannot act on a complaint of sexual misconduct.

To the extent that any other University policies address Sexual Harassment or Retaliation, as defined in this Policy, this Policy and its procedures govern.

A.B. \_\_\_\_\_ Prohibited Conduct

1. ~~Sex Discrimination~~, Sexual Harassment, and Retaliation Prohibited:-

The University does not discriminate on the basis of sex in the education programs or activities that it operates, as required by Title IX and 34 C.F.R. § ~~part~~ 106. The requirement not to discriminate in education programs or activities extends to admission and employment. Inquiries about the application of Title IX and its regulations to University programs or activities may be referred to the Title IX Coordinator.

The University prohibits ~~sex Discrimination~~, Sexual Harassment, and Retaliation as defined in this ~~policy~~ Policy. Violations of this ~~policy~~ Policy include but are not limited to acts or attempts of dating and relationship violence; Domestic Violence; ~~Discrimination based on sex, pregnancy, pregnancy-related conditions, sexual orientation, gender identity, or gender expression; hostile environment based on sex, pregnancy, pregnancy-related conditions, sexual orientation, gender identity, or gender expression (including intimidation and hazing/bullying);~~ Sexual Harassment; Sexual Assault (including nonconsensual sexual contact or nonconsensual sexual intercourse); sexual exploitation (including engaging in sexual trafficking); and Stalking.

2. **Consent:** All participants in the sexual activity are responsible for ensuring that they have the Consent of all involved to engage in sexual activity. Any individual who engages in sexual activity without receiving clear, knowing, and voluntary Consent, or in which one of the ~~parties~~ Parties withdraws Consent at any point but is forced to participate, has violated this ~~policy~~ Policy. Sexual activity with someone deemed unable to grant clear, knowing, and voluntary Consent constitutes a violation of this ~~policy~~ Policy. This includes, but is not limited to, individuals who are:
  - a. Mentally and/or physically incapacitated for any reason (such as by mental or physical disability; lack of sleep; alcohol; illegal, date-Rape, or prescription drug use; unconsciousness; blackout; or involuntary physical restraint);
  - b. Under the age of 18; or
  - c. Forced to give Consent in any way, including but not limited to by coercion,
  - d. intimidation, duress, deception, threats, implied threats, and/or physical force.
  - e. Consent to any one form of sexual activity does not automatically imply Consent to any other forms of sexual activity. Past Consent to sexual activity does not imply ongoing future Consent. The current or past existence of a relationship does not imply Consent. Whether an individual has taken advantage of a position of authority over an Alleged Victim may be a factor in determining Consent or coercion.
3. ~~**Sexual Conduct with Subordinate Employees or Students:** Employees shall not engage in sexual conduct with subordinate students or employees unless there has been proper disclosure and potential for abuse of power has been removed. Subordinate students and employees cannot Consent, as defined in this policy, to sexual conduct amid the potential for abuse of power. The purpose of this restriction is to prohibit the abuse of power by employees and the exploitation of subordinate students or employees.~~
  - a. ~~Subordinate students are University students or applicants whose educational opportunities could be adversely impacted by employees.~~
  - b. ~~For purposes of this section, sexual conduct is any sexual relationship or sharing any sexually explicit or lewd communication, image, or photograph. Sharing sexually explicit or lewd communication, image, or photograph does not include any communication, image, or photograph that faculty shares with students as part of a legitimate academic exercise, such as pedagogical requirements for specific classes such as health, science, art, behavioral science, etc.~~

- e. ~~For purposes of this section, educational opportunities include admission, receipt of financial aid, assessment of academic performance, or placement in academic opportunities such as internships, assistantships, and graduation.~~
- d. ~~All employees engaging or intending to engage in sexual conduct with a subordinate student or employee shall immediately disclose the relationship to their direct supervisors and the Title IX Coordinator, or be subject to disciplinary action, up to and including termination. Supervisors who receive such reports or who otherwise become aware of such relationships shall promptly report the relationship to the Title IX Coordinator, who shall work with the relevant parties to remove the subordinate relationship to ensure compliance with Utah Code § 63G-7-301 and this policy. If the subordinate relationship cannot be removed or otherwise appropriately managed, the employee shall be subject to discipline, up to and including termination.~~

**4.3. Retaliation Prohibited:** Neither the University nor any member of the University community may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this ~~policy~~Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this ~~policy~~Policy.

- a. Intimidation, threats, coercion, or Discrimination, including charges against an individual for ~~policy~~Policy violations that do not involve sex Discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or ~~Formal complaint~~Complaint of sex Discrimination, or a report or ~~Formal Complaint of Sexual Harassment~~, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes Retaliation.
- b. Any retaliatory threat or act of violence against Victims or witnesses of sexual violence, moreover, is a third-degree felony under Utah Code § 53B-28-304 and may be subject to criminal prosecution.
- c. Complaints alleging Retaliation may be filed according to the grievance procedures for sex Discrimination under this ~~policy~~Policy.

**5.4.** Nothing in this ~~policy~~Policy shall be interpreted as diminishing any Party's rights protected under the United States Constitution or employee rights under Title VII of the Civil Rights Act of 1964 to be free from Discrimination on the basis of race, color, religion, sex, and national origin.

**B.C.** \_\_\_\_\_ Notification

1. The University must notify applicants for admission or employment, students, employees, of:

- a. The name or title, office address, electronic mail address, and telephone number of the employee designated as the Title IX Coordinator.
- b. The nondiscrimination policy statement contained in Section ~~III-IV~~ of this ~~policy~~Policy, the University's grievance procedures and grievance process, including how to report or file a complaint of sex Discrimination, how to report or file a Formal Complaint of Sexual Harassment, and how the University will respond.
- c. The University must prominently display the contact information and ~~policy~~Policy statement described in ~~V(a)~~IV.B.2. on its website and in each handbook or catalog that it makes available to applicants for admission and employment, students, employees, or all unions or professional organizations holding collective bargaining or professional agreements with the University.

~~C.D.~~      Reporting

1. Any person may report ~~sex Discrimination, including Sexual Harassment~~ (whether or not the person reporting is the person alleged to be the Victim of conduct that could constitute sex Discrimination or Sexual Harassment), to the Title IX Coordinator using any of the following methods:
  - a. ~~in~~In person at 351 W. University Boulevard, Bennion Building, Suite ~~4112~~12B, Cedar City, UT 84720 (8:00a.m. – 5:00pm business hours only)
  - b. ~~by~~By mail at 351 W. University Boulevard, Cedar City, UT 84720 (anytime);
  - c. ~~by~~By telephone at 435-586-5419 (anytime);
  - d. ~~by~~By electronic mail: **Title9@suu.edu** (anytime); ~~or~~
  - ~~d.e.~~ Via the reporting link at [www.suu.edu/titleix](http://www.suu.edu/titleix); or
  - e.f. ~~by~~By any other means that results in the Title IX Coordinator receiving the person's oral or written report.
2. **Who Must Report:** The following employees are officials with authority to institute corrective measures who must report Sexual Harassment ~~or other sex Discrimination~~ to the Title IX Coordinator:
  - a. The ~~president~~President and all employees reporting directly to the ~~president~~President;
  - b. All supervisors, when reports concern their direct or indirect subordinates as potential Complainants or Respondents;
  - c. The Vice President of Student Affairs, all employees reporting directly to the Vice President of Student Affairs, and all college deans when reports concern students as potential Complainants or Respondents.

- d. Consistent with Utah Code ~~§ section~~ 62A-4a-403, anyone who reasonably suspects any incident of Sexual Harassment or abuse involving a minor shall immediately report to campus police or the local police department. Employees who become aware of allegations involving a minor shall notify the Title IX Coordinator and their supervisor that they have reported the allegation to the police.
3. **Who May Report:** All other faculty, staff, and students who become aware of ~~sex Discrimination or harassment~~ Sexual Harassment are encouraged to report such issues, with the Consent of the Alleged Victim, to the Title IX Coordinator.
4. **Who May Not Report:** Licensed mental health counselors and medical professionals working within the scope of their license, or designated advocates authorized by the Title IX Coordinator, generally may not report incidents of Sexual Harassment except with written Consent or in instances of imminent danger or when the Victim is a minor or vulnerable adult.

~~D.~~E. Confidentiality

1. The University must maintain as confidential any Supportive Measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the University's ability to provide the Supportive Measures.
2. The University must keep confidential the identity of any individual who has made a report or complaint of ~~sex Discrimination, including any individual who has made a report or filed a Formal Complaint of~~ Sexual Harassment, any Complainant, any individual who has been reported to be the perpetrator of ~~sex Discrimination~~ Sexual Harassment, any Respondent, and any witness, except as may be permitted by the federal *Family Educational Rights and Privacy Act*, its regulations, or as required by *Utah Government Records and Management Act (GRAMA)*, the federal *Health Information Portability and Accountability Act (HIPAA)* or other law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX.
3. The University will protect confidential communications to designated University advocates authorized by the Title IX Coordinator, protected under the Utah *Campus Advocate Confidentiality Amendments* (Utah Code § 53B-28-101 *et seq.*), where disclosure is not required by applicable federal law, including Title IX, Title VII, or the *Clery Act*, or consented in writing.

E.—Training

- ~~4.~~F. The University shall train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process on the definition of Sexual

Harassment, the scope of the University's ~~education program or activity~~Education Program or Activity, how to conduct an investigation and grievance process including live hearings, appeals, informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

- a.1. Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints of Sexual Harassment.
- b.2. The University will train decision-makers how to determine issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, on evidentiary standards, and on live hearing procedures.
- e.3. The University also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- d.4. The University will provide training to the Title IX Coordinator(s), hearing officer(s), and other necessary ~~parties~~Parties on all technology to be used in Live Hearings.
- e.5. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be made publicly available on the University's website.

~~F.G.~~ Recordkeeping

1. The Title IX Office must maintain the following records for a period of seven (7) years:
  - a. Each Sexual Harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required by this policy, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the University's ~~education program or activity~~Education Program or Activity;
  - b. Any appeal and the result;
  - c. Any informal resolution and the result; and
  - d. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
2. For each report to the Title IX Coordinator of Sexual Harassment in a University ~~education program or activity~~Education Program or Activity against a person in the United States, the ~~Title IX Office~~University must create, and maintain for a period of seven (7) years, records of any actions, including any Supportive

Measures, taken in response to a report or Formal Complaint of Sexual Harassment. In each instance, the ~~Title IX Office~~ University must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the University's ~~education program or activity~~ Education Program or Activity. If the University does not provide a Complainant with Supportive Measures, then the Title IX Office must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the University in the future from providing additional explanations or detailing additional measures taken.

#### G.H. Preliminary Review of Reports and Formal Complaints

1. **Scope and Applicability of These Procedures:** All reports and Formal Complaints of ~~sex Discrimination~~, Sexual Harassment ~~and or~~ Retaliation, as defined in this ~~policy~~ Policy, are subject to the procedures set forth in this section.
2. **Preliminary Review of Reports of Sexual Harassment:**
  - a. **General Response:** Upon receiving a report of Sexual Harassment, the Title IX Coordinator shall promptly contact the Complainant to (1) discuss the availability of Supportive Measures, (2) consider the Complainant's wishes with respect to Supportive Measures, (3) inform the Complainant of the availability of Supportive Measures with or without the filing of a Formal Complaint, and (4) explain the process for filing a Formal Complaint.
  - b. **Emergency Removal:** The University may remove a Respondent from the University's education programs or activities on an emergency basis, provided that the appropriate officials undertake an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student, employee, or other individual arising from the allegations of Sexual Harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - ~~b.i.~~ b.i. See SUU Policy 5.0 *Threat Management and Safety Intervention*.
    - ~~i.c.~~ i.c. **Non-student Employee Leave:** A non-student employee Respondent may be placed on administrative leave ~~in accordance~~.
    - ~~e.d.~~ e.d. The Title IX Coordinator must further assess the reported conduct for any Clery obligations, including issuance of a timely warning, and report to campus or local law enforcement when necessary.
3. **Grievance Process General Principles:**

- a. Complainants, Respondents, and witnesses shall be treated equitably and with respect throughout the grievance proceedings.
    - i. The University will evaluate all relevant evidence—both inculpatory and exculpatory—objectively and determine credibility without respect to a person’s status as Complainant, Respondent, or witness.
  - b. Deadlines and timeframes provided in this ~~policy~~ Policy may be extended for good cause with written notice to the ~~parties~~ Parties and the reasons for the extension. Good cause may include considerations such as the absence of a Party, a Party’s advisor, or witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
    - i. ~~Parties~~ Parties may submit a request for a temporary delay to the Title IX Coordinator. Any request for temporary delay or limited extension should include a good cause statement and the reason(s) for the request. If no good cause exists, Title IX Coordinator will deny the requesting Party’s request in writing.
  - c. Any person designated as a Title IX Coordinator, investigator, or decision maker shall be free of conflict of interest or bias for or against Complainants or Respondents generally or individually.
  - d. Respondents, Complainants, and witnesses shall not knowingly make materially false statements or knowingly submit materially false information during the grievance process. However, a determination regarding responsibility alone is not sufficient to conclude that any individual proffered a material falsehood.
  - e. Complainants and Respondents shall have Supportive Measures made available and be given the opportunity to request modifications necessary for physical and/or emotional safety.
    - i. Complainants, Respondents, and other participants in the Title IX process may request accommodations necessary under the *Americans with Disabilities Act (ADA)* through the Title IX Coordinator, who will refer the request to the appropriate ADA coordinator and then implement approved accommodations.
4. **Formal Complaint:** A Formal Complaint is a document filed by a Complainant or signed by the Title IX Coordinator alleging ~~sex Discrimination~~, Sexual Harassment, or Retaliation. A Formal Complaint may be filed by a Complainant who is participating in or attempting to participate in an ~~education program or activity~~ Education Program or Activity of the University at the time of filing the Formal Complaint.

- a. A Formal Complaint shall be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information posted for the Title IX Coordinator in Section IV.~~BD.1.~~ above.
  - b. The Formal Complaint shall contain written notice of the allegations of ~~sex Discrimination~~, Sexual Harassment, or Retaliation, including a concise statement describing the incident, when and where the misconduct occurred, why the Complainant believes it violates University policy, and a proposed resolution. The Complainant shall be instructed to provide and preserve all corroborating or potentially relevant evidence in any format, list potential witness names, and sign the statement. From this information, the Title IX Coordinator shall prepare a Notice of Investigation as defined in Section IV.~~HI.2.b.~~
  - c. By filing a Formal Complaint, the Complainant is giving Consent for the Title IX Coordinator, designated deputy coordinators, and/or investigators to discuss the information provided with other persons who may have relevant Factual Knowledge of the circumstances of the complaint, and is authorizing the collection and examination of all records and other documentation relevant to the complaint.
  - d. The Title IX Coordinator may independently initiate a Formal Complaint and investigation if necessary to provide safe and nondiscriminatory educational programs and activities, unless doing so would be clearly unreasonable in light of the known circumstances, The Title IX Coordinator may consider a variety of factors, including a pattern of alleged misconduct by a particular Respondent, in deciding whether to sign a Formal Complaint. When the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or otherwise a Party under this policy and must remain free of bias or conflict of interest with respect to any Party. In this situation, the Complainant is treated as a Party, though their right to not participate is protected.
5. **Consolidation of Formal Complaints:** The University may consolidate Formal Complaints against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one Party against the other Party, where the allegations of Sexual Harassment arise out of the same facts or circumstances.

**6. Dismissal of the Formal Complaint:**

~~6.a.~~ The University must investigate all allegations in a Formal Complaint unless the conduct alleged in the Formal Complaint:

i.        Would not constitute Sexual Harassment as defined in this ~~policy~~ Policy even if proved;

ii.        Did not occur in the University's education programs or activities;  
or

iii. Did not occur against a person in the United States.

~~a.~~b. If the conduct falls within the criteria outlined above, the University must dismiss the Formal Complaint with regard to that conduct for the purposes of Title IX; such dismissal does not preclude investigation or action under another provision of the University code of conduct or ~~policy~~Policy.

~~b.~~c. The University may dismiss the Formal Complaint or any allegations therein, if at any time during the investigation or hearing:

- i. A Complainant notifies the Title IX Coordinator in writing that the Complainant wants to withdraw the Formal Complaint or any allegations therein;
- ii. The Respondent is no longer enrolled or employed by the University; or
- iii. Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint.

~~e.~~d. Upon a required or permitted dismissal of the Formal Complaint, the Title IX Coordinator shall promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the ~~parties~~Parties.

~~d.~~e. Any Party may appeal the dismissal of a Formal Complaint in accordance with Section IV.~~OP.~~ of this ~~policy~~Policy.

#### ~~H.I.~~I. Informal Resolution

1. The University may offer an informal resolution process only after a Formal Complaint is filed. Informal resolution may include a limited inquiry into the facts, but typically does not include an investigation. Informal resolution should be flexible enough to meet the needs of each case, and may include mediating an agreement between the ~~parties~~Parties, separating the ~~parties~~Parties, referring the ~~parties~~Parties to counseling programs, conducting targeted preventive educational and training programs, or providing remedies for the individual harmed by the offense.
2. Participation in the informal resolution process is voluntary; the University may not require either Party to engage in informal resolution as a condition of enrollment or employment or enjoyment of any other right, waiver of the right to investigation and adjudication of Formal Complaints of Sexual Harassment.
  - a. The University is not obligated to offer or facilitate informal resolutions. Because each case is different, the Title IX Coordinator shall determine whether a Formal Complaint of Sexual Harassment, Discrimination, or Retaliation is appropriate for informal resolution.

- b. At any time before reaching a determination regarding responsibility the Title IX Office may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the Title IX Office:
  - i. Provides to the ~~parties~~Parties a written notice disclosing: the allegations, the requirements the informal resolution process including the circumstances under which it precludes the ~~parties~~Parties from resuming a Formal Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
  - ii. Obtains the ~~parties'~~Parties' voluntary, written Consent to the informal resolution process; and
  - iii. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
  - iv. The University endeavors to conclude informal resolution promptly and shall keep a written record of all informal resolution efforts in accordance with Section IV.~~EG.~~ of this ~~policy~~Policy.
3. After concluding informal resolution of a complaint, the Title IX Coordinator shall notify the Complainant and Respondent of the resolution that was agreed upon.

#### I.J. Formal Investigations

1. If a Complainant files a Formal Complaint or the Title IX Coordinator signs a Formal Complaint, the University shall conduct a thorough, impartial investigation by interviewing witnesses, collecting documentary evidence, and preparing a written report of findings. The purpose of the investigation is to establish whether there is a reasonable basis, based on a preponderance of the evidence, to conclude the Respondent violated this ~~policy~~Policy. The University reserves the right to engage an outside investigator to conduct the investigation. Investigations under this ~~policy~~Policy shall incorporate the following standards:
  - a. The burden of proof and the burden of gathering evidence sufficient to reach a determination rests on the University and not on the ~~parties~~Parties.
    - i. The University shall not access, consider, disclose, or otherwise use a Party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's

capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the Party, unless the University obtains the Party's voluntary, written Consent to do so for a grievance process under this ~~policy~~ Policy.

- ii. The University shall presume the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- iii. The University will not restrict the ability of either Party to discuss the allegations under investigation or to gather and present relevant evidence. This section notwithstanding,
  - a) Retaliation is prohibited. Attempts to alter or prevent a witness's or Party's testimony are forms of prohibited Retaliation.
  - b) ~~Parties~~ Parties may be directed to cease communications with one another (i.e., a "no contact order").
  - c) ~~Parties~~ Parties' communications remain subject to state laws protecting against defamation and tortious invasions of privacy, such as intrusion upon seclusion, publication of private facts, and false light claims.
- iv. The University shall provide an equal opportunity for the ~~parties~~ Parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- v. Investigators or others shall not question the Complainant, or otherwise seek evidence, regarding the Complainant's sexual predisposition or prior sexual conduct with anyone other than the Respondent(s).
- vi. ~~Parties~~ Parties may choose to be accompanied by an advisor of their choice, who may be, but is not required to be, an attorney, to any related meeting or proceeding. The advisor may not disrupt the meetings or other proceedings or speak on behalf of the Party. Generally, the advisor is limited to listening and quietly conferring with the Party. If an advisor is disruptive even after warning, the investigator may exclude them from meetings.
- vii. At any time before or during the investigation, the investigator may recommend that the University provide support measures for the ~~parties~~ Parties or witnesses. Any individual's intentional interference with support measures may be considered retaliatory and a separate violation of this ~~policy~~ Policy.

- viii. If either Party fails to participate in the investigation, the investigator(s) may make findings without the response of that Party, potentially leading to an unfavorable outcome for that Party, or the Title IX Coordinator may dismiss the case according to Section IV.GH.6. of this ~~policy~~Policy.
- ix. The University will provide to a Party whose participation is expected or invited, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the Party to prepare to participate.
- x. The University will provide each Party with equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including all inculpatory or exculpatory evidence, whether relied upon or not in reaching findings, so that each Party can meaningfully respond to the evidence prior to the conclusion of the investigation.

The Title IX Coordinator shall ~~choose~~appoint the investigator(s), except in cases where the Title IX Coordinator or others involved in the investigation have a conflict of interest, in which case the ~~University's Office of General Counsel~~Vice President for Finance and Administration shall select internal or external impartial investigator(s).

- b. Upon initiating an investigation, the University shall provide the ~~parties~~Parties with a copy of the Formal Complaint, a notice of investigation, and a copy of this ~~policy~~Policy. A notice of investigation shall include statements informing the ~~parties~~Parties that the Respondent is presumed not responsible for the alleged conduct and that a determination of responsibility is made at the conclusion of the grievance process; that the ~~parties~~Parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and who may inspect and review evidence; and inform the ~~parties~~Parties of any provision in the University's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during a grievance process.
- c. If, at any point during the investigation, the University determines a need to investigate allegations not included in the Formal Complaint, the University must provide notice of the additional allegations to the ~~parties~~Parties, if known.
- d. Upon conclusion of the investigative fact-finding, the investigator(s) shall prepare a draft report that summarizes the Complainant's allegations and

Respondent's responses, summarizes the relevant evidence and the material witnesses supporting or opposing the allegation(s), and includes preliminary findings.

- e. Before the report is finalized, investigators will give Complainant and Respondent and their advisors equal opportunity to review any evidence obtained as part of the investigation that is directly related to the allegations in the Formal Complaint, including evidence upon which the University does not intend to rely in reaching a determination of responsibility, whether inculpatory or exculpatory, in electronic or hard copy format.
- f. The ~~parties~~Parties may submit a written response or information to the investigator within ~~ten~~10 business days of the date of the notice of the opportunity to review the draft report and evidence. This is the ~~parties~~Parties' final opportunity to submit any additional information or witnesses. In the absence of good cause, investigators shall not consider information discoverable through the exercise of due diligence that is not provided to the investigator(s) at this juncture.
  - i. Investigator(s) shall consider any written response, information, or evidence provided by the ~~parties~~Parties.
- g. The investigator(s) shall prepare a final investigation report that contains a statement of the allegations, the positions/responses of the ~~parties~~Parties, a summary of relevant evidence and material witnesses the investigator(s) relied on, and any findings of fact.
  - i. A recommended decision of "unfounded" indicates that the investigator believes either that there is insufficient evidence to conclude that the event(s) occurred as alleged, or even if the event(s) occurred, it/they did not constitute Sexual Harassment or Retaliation.
  - ii. A recommended decision of "inconclusive" means that the investigator believes the evidence provided by both ~~parties~~Parties did not reach a Preponderance of Evidence in favor of either Party.
  - iii. A recommended decision of "substantiated" means that the investigator believes the events occurred as alleged by a Preponderance of Evidence in favor of the Complainant.
- h. The Title IX Coordinator ~~or~~or designee, ~~or an attorney assigned by the Office of the General Counsel shall~~will review each final investigation report or summary before it is finalized to ensure compliance with this ~~policy~~Policy.

- i. The final report shall be provided to the ~~parties~~Parties and their advisors, if any, in an electronic or hard copy format, at least ~~ten~~10 days prior to any hearing under this ~~policy~~Policy, for their review and written response.
- j. Nothing in this procedure shall be interpreted to alter the status of otherwise at-will employees.

~~J.K.~~          Live Hearings

1. Upon receipt of the Final Investigation Report, the Title IX Coordinator will have 10 business days to appoint a Hearing Officer or Hearing Panel.
2. Upon appointing a Hearing Officer or Hearing Panel (“hearing officer”), the Title IX Coordinator will issue to the ~~parties~~Parties and the ~~parties~~Parties’ advisors, in either an electronic or hard copy format, a Notice of Hearing containing dates, deadlines, and/or requirements appropriate for the orderly administration of the live hearing as determined by the hearing officer or panel assigned to the live hearing under this policy.
3. The Notice of Hearing will contain a statement informing the ~~parties~~Parties that the University must, upon either Party’s request, provide for a live hearing where the ~~parties~~Parties are located in separate rooms with technology enabling the Hearing Officer and the ~~parties~~Parties to simultaneously see and hear the Party or witnesses answering questions.

~~K.L.~~          Required Disclosures

As outlined in Section IV.~~IJ~~.1.i., the ~~P~~parties and the ~~parties~~Parties’ advisors received in either an electronic or hardcopy format a copy of the Final Investigation Report and all evidence, exculpatory or inculpatory—whether or not the evidence was relied upon to reach the findings in the Final Investigation Report—related to the allegations in the Formal Complaint.

1. **Disclosure of expert testimony.** A Party shall disclose the identity of any person who may be used at hearing to present expert opinion evidence to the University and other ~~parties~~Parties no later than five business days prior to the date of the Live Hearing.
  - a. Unless otherwise stipulated, this disclosure shall be accompanied by a written report prepared and signed by the witness or Party. The report shall contain the subject matter on which the expert is expected to testify; the substance of the facts and opinions to which the expert is expected to testify; a summary of the grounds for each opinion; and the expert’s qualifications ~~of the~~as an expert witness.
  - b. A Party seeking to present the testimony of an expert witness at the Live Hearing shall certify that the individual providing the expert testimony is qualified to offer the opinions.

~~e. The Hearing Officer may exclude expert testimony that is not relevant.~~

~~d.c. The Hearing Officer may exclude expert testimony that is not relevant. At least seven (7) calendar days before the hearing date, the University, Complainant, and Respondent must provide each other a list of witnesses and documents that they will be presenting to the hearing officer.~~

2. ~~Parties~~Parties may be accompanied to the Live Hearing by the advisor, who may be, but is not required to be, an attorney.
  - a. The University will not limit the choice or presence of a Party's advisor, but the Hearing Officer may limit an advisor's participation if the advisor becomes unreasonably disruptive to the proceedings.
  - b. If an attorney appears on behalf of a Party, notice served on the attorney is considered notice to the Party.
  - c. Advisors may participate in the Live Hearing through asking the other Party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.
  - d. Cross-examination at the live hearing must be conducted directly, orally, and in real time by a Party's advisor and never by a Party personally.
  - e. If a Party does not have an advisor present at the live hearing, the University must provide, without fee or charge to that Party, an advisor of the University's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that Party.
  - f. The University is not a Party to the Live Hearing, but it shall be the University, not the ~~parties~~Parties, that bears the burden of producing evidence through the investigative report to the Hearing Officer.
  - g. The University must remain objective and impartial throughout the grievance process, including impartially presenting the investigative report to the Hearing Officer for determination.
  - h. The standard of proof for determining responsibility is preponderance of the evidence.

#### ~~L.M.~~L.M. Hearing Officer Responsibilities

~~4.~~4. The Hearing Officer cannot be the same person(s) as the Title IX Coordinator or the investigator(s).

2. The Hearing Officer shall regulate the course of the live hearing to obtain full disclosure of relevant facts and to afford all ~~parties~~Parties reasonable opportunity to present their positions.

~~3.1.~~1. On the Hearing Officer's ~~or~~ own motion or upon objection by a Party's advisor, the Hearing officer:

- a. May exclude evidence that is irrelevant or unduly repetitious.
- b. Shall exclude irrelevant questions directed to a Party or witness. Before a Party or witness answers a cross-examination or other question, the Hearing Officer must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- c. Shall exclude evidence privileged in the courts of Utah, unless the privilege at issues is specifically waived by the ~~parties~~Parties.
- d. Shall exclude questions or evidence about the Complainant(s)' sexual predisposition or prior sexual behavior as not relevant unless 1) questions or evidence of the Complainant(s)' prior sexual behavior are offered to prove that someone other than Respondent(s) committed the conduct alleged by Complainant(s), or 2) questions or evidence concern specific incidents of the Complainant(s)' prior sexual behavior with respect to Respondent(s) and are offered to prove Consent.
- e. May receive documentary evidence in the form of a copy or excerpt if the copy or excerpt contains all pertinent portions of the original document.
- f. The Hearing Officer may not exclude evidence solely because it is hearsay.
- g. The Hearing Officer shall afford the ~~parties~~Parties' advisors the opportunity to conduct cross examination.
  - i. All relevant evidence, including statements made by ~~If~~ a Party or witness ~~does not submit~~subject to cross-examination, may be considered for the purpose of determining at the Live Hearing, the Hearing Officer must not rely on any statement of that Party or witness in reaching a determination regarding responsibility. The hearing panel, however, must not ~~and~~ cannot draw an inference about the determination regarding responsibility based solely on a Party's or witness's absence ~~for~~from the Live Hearing or refusal to answer cross-examination or other questions. Moreover, the hearing panel may not render a determination of responsibility against the Respondent, when such adverse determination depends on a Complainant or witness credibility, without first providing the Respondent an opportunity at a Live Hearing to ask relevant

questions (through their advisor) of the Complainant and any adverse witnesses.

- h. The University shall record the hearing and provide a copy or transcript of the hearing to the ~~P~~parties for inspection and review.
- i. The hearing shall be conducted with all ~~parties~~Parties physically present in the same geographical location or, upon request by either Party or the Hearing Officer, any or all ~~parties~~Parties, witnesses, and other participants may appear at the Live Hearing virtually, with technology enabling participants simultaneously to see and hear each other.
  - i. Nothing in this section precludes the Hearing Officer from taking appropriate measures necessary to preserve the integrity of the hearing.
  - ii. After the close of the Live Hearing, the Hearing Officer or Hearing Panel will issue a Written Determination regarding responsibility.

M.N. \_\_\_\_\_ Written Determination

The Hearing Officer will provide the Written Determination to the Title IX Coordinator within 20 calendar days after the Live Hearing concludes.

1. The written determination must include:
  - a. Identification of the allegations potentially constituting Sexual Harassment or Retaliation as defined in this ~~policy~~Policy.
  - b. A description of the procedural steps taken from the receipt of the Formal Complaint through the determination including any notifications to the ~~parties~~Parties, interviews with the ~~parties~~Parties and witnesses, site visits, methods used to gather ~~other~~evidence, and hearings held.
  - c. Findings of fact supporting the determination.
  - d. Conclusions regarding the application of the University ~~policy~~Policy to the facts.
  - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, and recommended disciplinary sanctions for the University to impose on the Respondent, if warranted, and a recommendation of whether the University will provide remedies designed to restore and preserve equal access to the University's ~~education program or activity~~Education Program or Activity to the Complainant.
  - f. The University's procedures and permissible bases for the Complainant and Respondent to appeal.

2. The Hearing Officer shall provide the Written Determination to the Title IX Coordinator, the Title IX Coordinator shall then provide the Written Determination to the responsible University official, ~~as outlined in the table below,~~ for a decision regarding Sanctions, per Section ~~IX.V.NO.~~ N.O.

<u>Respondent's Affiliation with University</u>	<u>Responsible University Administrator</u>
<u>Student</u>	<u>Dean of Students or designee</u>
<u>Faculty member</u>	<u>Director of Human Resources (in consultation with the Provost or designee)</u>
<u>Executive employee or direct report of a vice president</u>	<u>Vice president of the relevant department</u>
<u>Administration or staff member who is not an executive employee and does not report directly to a vice president</u>	<u>Director of Human Resources or designee</u>
<u>Vice president or direct report of University President</u>	<u>University President</u>
<u>Contractor, vendor, or visitor</u>	<u>Vice President of Finance &amp; Administration</u>

3. The Responsible University Administrator shall have seven (7) calendar days from the date of receipt of the Written Determination to provide the Title IX Coordinator with the Written Determination, ~~and~~ a decision of the disciplinary sanctions the University will impose on the Respondent, and a decision of whether the University will provide remedies designed to restore and preserve equal access to the University's ~~education program or activity~~ Education Program or Activity to the Complainant.
4. Within 30 days of the Live Hearing, ~~The~~ the Title IX Coordinator will provide the Written Determination with the decision of sanctions and remedies to the ~~parties~~ Parties and their advisors simultaneously.
5. The determination regarding responsibility and sanctions becomes final either on the date that the recipient provides the ~~parties~~ Parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
6. Nothing in this procedure shall be interpreted to alter the status of otherwise at-will employees.

N.O. Sanctions and Remedies

4. Upon receiving a determination of responsibility either in a Written Determination or as a result of an informal resolution, the responsible University administrator shall promptly determine the appropriate sanctions and remedies based on the information provided, including offering remedies to the Complainant and/or University community, implementing changes in programs and activities, providing training, and imposing any disciplinary sanctions. In consultation with the Title IX Coordinator and the Office of General Counsel, (and with Human Resources when the Respondent is an employee) the responsible University administrator shall ensure any proposed sanctions and remedies are appropriate to end the prohibited conduct, to prevent further violation of this policy, and remedy the effects of any violation. In determining the appropriate sanction(s), the responsible University administrator shall be guided by the following considerations:

- a. The severity, persistence, or pervasiveness of the misconduct;
- b. The nature of violence in the misconduct and/or use of weapons, drugs, or alcohol (if applicable);
- c. The impact of the misconduct on the Complainant;
- d. The impact or implications of the misconduct on the University community;
- e. Prior misconduct by the Respondent, including the Respondent's relevant prior disciplinary history;
- f. Whether the Respondent has accepted responsibility for the misconduct;
- g. The maintenance of a safe, nondiscriminatory, and respectful working and learning environment; and
- h. Any other mitigating, aggravating, or compelling factors.

2.1. Respondents who are found to have violated this ~~policy~~ Policy may be subject to the following sanctions:

- a. Faculty/Staff: Possible sanctions against faculty and non-faculty employees for violations of this ~~policy~~ Policy include verbal counseling, written warning, probation, reassignment, transfer, demotion, reduction in pay, suspension, termination of employment, and an order of no trespassing on campus and/or in University programs, services, and activities.
- b. Students: Possible sanctions against students for violations of this ~~policy~~ Policy include fines, restitution, interim suspension, suspension, suspension withheld, warning, probation, expulsion, withholding diploma, revocation of certificate or degree, discretionary sanction, organizational sanction, and notation on the student's transcript consistent with the *Family Educational Rights and Privacy Act*.

- c. Vendors/Contractors/Visitors: Possible sanctions against vendors, contractors or visitors to campus who are neither students nor employees of the University include banning the individuals from all or part(s) of the University and/or ending business relationships with the vendors and contractors.

~~3.2.~~**Amnesty:** Any student who makes a good faith report of Sexual Harassment or sexual violence, as defined at Utah Code § 53B-28-~~302201~~, that was directed at them or another person will not be sanctioned by the University for a violation related to the use of drugs or alcohol that the University discovers because of the report.

~~4.3.~~The responsible University administrator shall send any proposed sanctions and remedies—subject to a final determination on the alleged violations--in writing to the Complainant, Respondent, Title IX Coordinator, and Hearing Officer. However, the responsible University administrator, in consultation with the Title IX Coordinator, may choose not to disclose to the Complainant the sanctions, and shall not disclose to the Complainant the discipline imposed on a Respondent student, except under the following circumstances:

- a. The discipline directly affects the other Party, such as when the Respondent student is ordered to stay away from the other Party, is transferred to another job site, worksite, class, or is suspended or dismissed from the University; or
- b. The Complainant alleged Sexual Harassment involving a crime of violence or a non-forcible sex offense; or
- c. The Respondent student gives their written permission to disclose the discipline.

~~5.4.~~The University complies with all applicable reporting requirements and reserves the right to report findings of criminal misconduct to the police.

#### ~~0.P.~~ Appeals

~~1.~~ Any Party may appeal a decision regarding responsibility or from the dismissal of any portion of a Formal Complaint for any of the following reasons:

~~a.1.~~A procedural irregularity that affected the outcome of the hearing.

~~b.2.~~New evidence that was not reasonably available at the time of the decision or dismissal.

~~c.3.~~The Title IX Coordinator, the investigators, or the hearing officer had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.

~~4.~~ If the Respondent has been determined responsible for Sexual Harassment, any Party may simultaneously appeal the decision regarding sanctions for any the following reasons:

~~i.~~a. The decision-maker has a conflict of interest or bias for or against Complainants or Respondents generally or the individual complaint or Respondent that affected the outcome.

~~ii.~~b. \_\_\_\_\_ The sanction is clearly unreasonable in light of the known circumstances.

~~e.~~5. The Title IX Coordinator must receive written notice of a Party's intent to appeal within 10 calendar days after receipt of the Written Determination.

~~f.~~6. Upon receiving an appeal, the Title IX Coordinator must notify the other Party within five (5) business days.

~~g.~~7. The Title IX Coordinator must notify both ~~parties~~Parties of who will determine the appeal and that person's contact information within five (5) business days of receiving the appeal.

~~h.~~8. The person determining the appeal ("appeal officer") is the cognizant ~~vice president~~Vice President or their designee. When the Vice President is the Deciding Administrator, the President will be the appeal officer. The appeal officer must be free of any bias or conflict of interest with respect to any Party.

~~i.~~9. The appeal officer must not be anyone involved in the grievance process before the appeal.

~~j.~~10. \_\_\_\_\_ The ~~parties~~Parties may submit a written statement to the appeal officer supporting or opposing the decision of the hearing officer.

~~i.~~a. The appeal officer must receive any written statements within 10 calendar days of the Title IX Coordinator sending the notice to the ~~parties~~Parties.

~~k.~~11. \_\_\_\_\_ The appeal officer may review all written statements, reports, evidence, and recordings and make a written decision.

~~l.~~12. \_\_\_\_\_ The appeal officer's written report may affirm or modify the hearing officer's decision, remand the decision to the hearing officer, order a new investigation or overturn the decision.

~~m.~~13. \_\_\_\_\_ The appeal officer will simultaneously issue a report to both ~~parties~~Parties detailing the decision and the rationale for the decision.

~~n.~~14. \_\_\_\_\_ The appeal officer's decision is final.

- ~~N/A Title IX Office: <https://www.suu.edu/titleix/>~~

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## VI. QUESTIONS/RESPONSIBLE OFFICE

The responsible office for this policy is the Office of the President. For questions about this policy, contact the Title IX Coordinator.

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## VII. POLICY ADOPTION AND AMENDMENT DATES

**Date Approved:** March 24, 2017

**Amended:** August 7, 2020; October 18, 2021 [**Temporary authorization until February 15, 2022**]

Date: December 2, 2021

To: Board of Trustees

From: Marvin L. Dodge 

Subject: New Policy 5.66, *Whistleblower Protection Act*

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Policy 5.66, *Whistleblower Protection Act* is being established to identify and implement procedures to review certain types of retaliation complaints received from University employees. Retaliation for whistleblower complaints is distinct from retaliation addressed through other SUU policies, including Policy 5.60 *Sexual Misconduct* and Policy 5.27 *Non-Discrimination/Anti-Harassment*.

Further, this policy prohibits adverse action against employee reports as it relates to gross mismanagement, abuse of authority, or unethical conduct. Appropriate avenues to anonymously file such reports are also included in the relevant forms section of the policy. Based on state law, an employee will have to file a claim under this policy before more formal action against the University related to a whistleblower claim can be taken.

This policy revision received approval from the President's Cabinet. Further, it was first presented to the President's Council on October 18, 2021, after which it was distributed to campus for a 21-day review. Final recommendation of the revisions was approved by the Council at its November 15, 2021 meeting.



POLICY NUMBER: 5.66

SUBJECT: Whistleblower Protection Act

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I. PURPOSE

To establish procedures by which the University implements Utah Protection of Public Employees Act for review of certain types of retaliation complaints from University Employees.

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II. REFERENCES

- A. Utah Protection of Public Employees Act, U.C.A. 1953 § 67-21-3.
  - B. Utah Public Officers' and Employees' Ethics Act, Utah Code Ann. § 67-16-1 et seq.
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III. DEFINITIONS

- A. **Abuse of Authority.** An arbitrary or capricious exercise of power that adversely affects the employment rights of another or results in personal gain to the person exercising the authority or to another person.
- B. **Adverse action.** To discharge, threaten, or discriminate against an employee in a matter that affects the employee's employment, including compensation, terms, conditions, location, rights, immunities, promotions, or privileges.
- C. **Complainant.** An employee who files a complaint alleging they have experienced Adverse Action for a Protected Activity in violation of this Policy.
- D. **Communicate.** A verbal, written, broadcast, or other communicated report.
- E. **Conflict of Interest.** See SUU Policy 5.27, for definition.
- F. **Director.** Director, Human Resources or such other person who is the top administrator responsible for Human Resources.
- G. **Employee.** A person employed by Southern Utah University.
- H. **Failure to Promote.** To fail to promote the Employee if the Employee would have otherwise been promoted.
- I. **Final Decision Maker.** The administrator who makes a final decision on whether this Policy was violated and if so, what remedies are appropriate for the Complainant. See further description in the POLICY section below.

- J. **Good faith.** An honest belief and purpose; absence of fraudulent or deceptive intent. Reporting in “Good Faith” is further defined in the POLICY section.
  - K. **Gross Mismanagement.** Action or failure to act by a person, with respect to a person’s responsibility, that causes significant harm or risk of harm to the mission of the University that employs, controls, or manages the person.
  - L. **Independent Personnel Board.** The Board that reviews complaints under this Policy.
  - M. **Substantial Evidence.** Relevant evidence that a reasonable person might accept as adequate to support a conclusion. Substantial evidence is less than a preponderance of evidence (i.e., not necessarily “more likely than not”).
  - N. **Unethical Conduct.** Conduct that violates a provision of Utah Code 67-16 Utah Public Officers’ and Employees’ Ethics Act.
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#### IV. POLICY

- A. **Scope of Policy.** This Policy applies to all University Employees. This Policy does not apply to types of retaliation that are separately defined and proscribed in other SUU policies, including Policy 5.60 Sexual Misconduct and Policy 5.27 Non-Discrimination / Anti-Harassment. Rather it applies to Adverse Action based on Protected Activity, as defined in this Policy. Nothing in this Policy shall be construed as requiring the University to compensate a Complainant participating in the processes under this Policy.
- B. **Prohibited Adverse Action for Protected Activity.**
  - 1. **Employees acting on behalf of the University shall not take Adverse Action against a subordinate or other Employee because:**
    - i. **The Employee (or someone authorized to act on the Employee’s behalf) Communicates in Good Faith:**
      - a) **the waste or misuse of public funds, property, or manpower;**
      - b) **a violation or suspected violation of a local, Utah, or federal law, rule, or regulation;**
      - c) **as it relates to the University or other state government employer:**
        - (1) **Gross Mismanagement;**
        - (2) **Abuse of Authority; or**
        - (3) **Unethical Conduct.**

- ii. the Employee participates or gives information in an investigation, hearing, court proceeding, legislative or other inquiry, or other form of administrative review held;
  - iii. the Employee has objected to or refused to carry out a directive that the Employee reasonably believes violates Utah law;
  - iv. the Employee reasonably documents conduct within those categories identified above in IV.B.1.i.
2. The conduct listed above in subsection IV.B.1.i. - iv. are “Protected Activity.” Attempted Protected Activity and expected Protected Activity also are considered Protected Activity.
  3. Retaliation against an Employee for exercising options under this Policy (i.e., filing a complaint or otherwise participating in the process) is prohibited.
  4. Activities Not Protected. An Employee who knowingly makes false accusations against the Employer will be in violation of this Policy and can be dismissed from University employment.
- C. Good Faith. An employee is presumed to have Communicated in Good Faith if the employee gives written notice or otherwise formally communicates the Adverse Action to one of the following:
1. A person with authority over the person alleged to have engaged in the conduct;
  2. The Attorney General’s Office.
  3. Law enforcement, if conduct is criminal in nature;
  4. The Utah Board of Higher Education or a member thereof;
  5. The USHE Commissioner;
  6. The President of SUU; or
  7. SUU’s Internal Audit Department.
- D. Procedures for Filing and Reviewing Complaints.
1. Filing a Complaint. An Employee, who believes that the University (namely, a Supervisory Employee on the University’s behalf) has taken an Adverse Action against them for Protected Activity, (“Complainant”) may file a written Complaint with the Director, Human Resources, within 60 calendar days of the Adverse Action (or within 60 days of the adoption of this Policy, whichever is latest) prohibited by this Policy.
  2. The Complainant may file the complaint using the designated electronic form or through the University’s ethics reporting form.

3. The Complaint must include all relevant information available to the Complainant that supports and/or contradicts the claim that the Complainant was subjected to Adverse Action for Protected Activity.
4. The Director may summarily dismiss late Complaints.

E. Complaint Resolution Process.

1. Upon receipt of the timely filed complaint, the Director shall convene the Independent Personnel Board, which includes the following members:
  - i. A representative from Internal Audit;
  - ii. A representative from Human Resources (which may be the Director);
  - iii. Supervisor of the Respondent; and
  - iv. A staff member trained in conducting reviews/investigations, such as a member of the Equal Opportunity Office or an administrator who implements the Student Conduct Code.
2. The Board may not include any member who:
  - i. is in the same academic or administrative department or office (same executive division is permissible) as the Complainant;
  - ii. is a supervisor of the Complainant; or
  - iii. has a Conflict of Interest in relation to the complainant or an allegation made in the complaint.
3. If one of the above-identified Independent Personnel Board members is disqualified based on subsection IV.D.2.b), then the Board will proceed with the remaining members available. If only two members or less remain, the Director may appoint additional member(s) using the above personnel as a guide for which employees may be invited to participate.
4. To the extent possible, the Director will collect relevant documents available from the Complainant or otherwise maintained by the University. The Director will forward the complaint, along with the documentation to the Independent Personnel Board for review. At the same time, the Director will send the information to the Respondent who is identified as having taken the Adverse Action for Protected Activity, along with a warning against retaliation.
5. The Board will then set a time to interview the Complainant, the Respondent, and any witnesses, as and if necessary.
6. The Board shall give the Respondent an opportunity to have notice of and respond to any relevant information. The Respondent shall bear the burden of proof to establish by Substantial Evidence that the Adverse Action was justified by reasons unrelated to the Employee's participation or expected participation in Protected Activity.

7. After the interviews, review of documents and other inquiry deemed necessary by the Board--and within 30 days of Complainant filing the Complaint, unless the Complainant has agreed to an extension not to exceed an additional 30 days--the Board will then issue a written recommendations with corresponding facts and reasoning on the following:
  - i. Whether the Complainant engaged in Protected Activity;
  - ii. Whether the Respondent took an Adverse Action against Complainant;
  - iii. Whether that Adverse Action, if any, was because Complainant engaged in Protected Activity (“Violation”);
  - iv. Proposed sanctions for the Violation, if any;
  - v. Proposed remedies for the Complainant if there was a Violation, including:
    - a) reinstatement of the Complainant at the same level as before the Adverse Action;
    - b) Payment of back wages;
    - c) full reinstatement of fringe benefits;
    - d) full reinstatement or rank or seniority rights; or
    - e) if the Adverse Action includes a Failure to Promote, a pay raise that results in the Complainant receiving the pay that the Complainant would have received if they would have been promoted.
  
8. The Board will send its decision to the Final Decision Maker with a copy to Complainant and Respondent. The Final Decision Maker is the Respondent’s supervisor, or if the Respondent’s supervisor participated as a member of the Board, then the Final Decision Maker shall be the supervisor of the Respondent’s supervisor.
  - i. If the designated Final Decision Maker has Conflict of Interest, the next level supervisor shall become the Final Decision Maker.
  - ii. The Final Decision Maker shall issue a written final decision adopting the recommendations of the Board (in whole or part), rejecting the recommendations of the Board (in whole or part), and/or making such other findings and conclusions as necessary for each of the above identified categories (IV.E.7), with the exception of sanctions.
  - iii. The Final Decision Maker shall send the decision to or make it available for review to the Complainant, Respondent, and such other University officials that the Final Decision Maker deems necessary. The Final Decision Maker shall issue the decision within seven days of receiving the Board’s recommendation.
  - iv. The Final Decision Maker may ask clarifying questions to any person(s) involved in the process and review any relevant information, as needed, to make the final decision.
  - v. Any sanctions against a Respondent shall follow University policy for disciplinary action/sanctions as applicable to the Respondent’s employment

status. The Final Decision Maker shall inform appropriate University officials of the decision on the other points and the Board's recommendation for sanction, as and if applicable. Often, the Final Decision Maker would also be the University official with authority to issue sanctions, but should do so separately from the decision rendered under this Policy.

- F. Notices. Human Resources shall provide Employees with a copy of the Utah Protection of Public Employees Act statute upon hire, upon request by an Employee, and when an Employee files a complaint under this Policy. Human Resources also shall coordinate to post notices and use other appropriate means to keep Employees informed of their protections and obligations under the Act.

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V. RELEVANT FORMS/LINKS

[Reporting Form](#)

[Ethics Point](#)

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VI. QUESTIONS/RESPONSIBLE OFFICE

The responsible office for this policy is Vice President for Finance and Administrative Services. For questions about this Policy, contact Human Resources.

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VII. POLICY ADOPTION AND AMENDMENT DATES

**Date Approved:**

**Amended:**

**Reviewed with No Changes:**



POLICY NUMBER: 11.2  
SUBJECT: Student Conduct Code

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*Quick Reference Guide*

DEFINITIONS

SCOPE OF POLICY/JURISDICTION

PROHIBITED CONDUCT LIST

REPORTING PROHIBITED CONDUCT

ADMINISTRATIVE RESOLUTION PROCESS

PANEL HEARING PROCESS

APPEAL PROCESS

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I. PURPOSE. Southern Utah University establishes expectations and community standards for its students through its policies and procedures. The primary Policy for student Conduct (but not the exclusive one) is this Student Conduct Code. It sets out what conduct is prohibited, when it is prohibited, and the procedures that apply to the University's review of conduct that is prohibited. Students voluntarily assume the responsibility to meet these standards and expectations.

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II. REFERENCES

- A. The Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g
- B. Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, 20 U.S.C. §1092(f) (2018)
- C. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq
- D. Utah Code § 76-10-101 et seq. Utah Criminal Code, Offenses Against Public Health, Safety, Welfare, and Morals
- E. Utah Board of Higher Education Policies R256 *Student Disciplinary Process*
- F. Utah Board of Higher Education Policies R262 *Student Safety*
- G. SUU Policy 5.27, *Non-Discrimination / Anti-Harassment*
- H. SUU Policy 5.60, *Sexual Misconduct*
- I. SUU Policy 6.33, *Academic Integrity*
- J. SUU Policy 5.0, *Threat Management and Safety Intervention Policy*

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### III. DEFINITIONS

- A. **Administrative Resolution Process:** A hearing conducted by the Student Conduct Officer where the Student Conduct Officer and Respondent discuss the allegations and evidence allowing the respondent student(s) a chance to respond, and after which, the Student Conduct Officer decides whether the Respondent is or is not responsible for a Code violation and applies appropriate sanctions.
- B. **Advisor:** A support person chosen by a Respondent who may assist the Respondent in the Student Conduct Process, as further set out in this Policy.
- C. **Appeal:** An internal grievance procedure in which a Respondent to challenge a decision made by a Student Conduct Officer or Hearing Panel, under the conditions and standards set out in this Policy.
- D. **Appeal Officer:** The University employee who considers and decides on requests for appeals and decides on those appeals. If a Respondent appeals a decision of the Student Conduct Officer following an Administrative Resolution Process, the Dean of Students serves as the Appeal Officer. Provided however, where the Dean of Students has served as the Student Conduct Officer or otherwise conducted the Administrative Resolution Process, the Appeal Officer is the VPSA. If a Respondent appeals a decision of the Hearing Panel, the VPSA serves as the Appeal Officer.
- E. **Clearly Erroneous:** A standard of review (in this Policy, applicable at the Appeal stage) that means plainly in error, i.e., based on the relevant information, the decision-maker is left with the definite and firm conviction that a material mistake has been committed. In applying this standard, credibility determinations are not reviewed. If an error is harmless (i.e., it would not have changed the outcome) it also is set aside and not clearly erroneous.
- F. **Code (Code of Conduct / Student Conduct Code / Student Code of Conduct):** This Policy, and in particular the Prohibited Conduct listed below as the “Code” of standards that Students must follow.
- G. **Conduct Record:** Electronic and paper forms and documents containing information about a student and related to a process under this Policy.
- H. **Conduct Review Process:** Procedures in this Policy applied to reported Code violations.
- I. **Conflict of Interest:** Any circumstance in which an individual’s financial, professional, or other personal considerations may directly or indirectly affect, or reasonably appear to affect, an individual’s professional judgment in exercising any University duty or responsibility. Independent knowledge of an incident through other means generally is not a Conflict of Interest. A person may have a Conflict of Interest, however, where their conduct is involved in a violation of a related Policy.

- J. **Employee:** A person employed by the University.
- K. **Initial Review:** Upon receiving a report of a violation of the Code, a Student Conduct Officer's review of the reported conduct.
- L. **Jurisdiction:** the University's authority, under this Code, to review matters that are made known to the University, when the conduct is reported to have occurred under the following circumstances:
1. Within the University's programs or activities (including but not limited to within the context of a class, University-sponsored field trip, University Student Organization activity);
  2. On University Premises; or
  3. Regardless of where it occurs:
    - i. if the reported conduct is otherwise directed at substantially disrupting University operations;
    - ii. if the reported conduct demonstrates a risk of physical harm to persons in University programs or activities or on University Premises or to University property;
    - iii. if the reported Respondent has a supervisory or similar relationship over the person to whom the reported conduct was directed at or towards;
    - iv. if the Reported conduct is subject to criminal prosecution and charged at a felony level;
    - v. if the reported conduct would violate articulated professional standards applicable to the Respondent's field of study and/or related profession;
    - vi. if the reported conduct appears to be a part of a continuation or pattern of Prohibited Conduct; OR
    - vii. if the reported conduct meets a majority of the following factors:
      - a) the reported conduct is/was directed at or toward another Student, Employee, or Visitor of the University;
      - b) the reported conduct, if true, would be severe enough to potentially warrant a suspension or dismissal as a Student and/or from University employment;
      - c) the impact/effect of the conduct would logically and foreseeably create a material impediment to another Student, Employee, or Visitor's access or

participation on campus (generally, mere presence of the Respondent on University Premises or within University Programs alone is insufficient);

- d) evidence of the reported conduct can be gathered without inordinate expense, effort, or delay, such as due to geographic location and the University connection (or lack thereof) to property, among others;
- e) reported conduct occurs in a context that a reasonable person would expect the University would have an interest in (maintains a workplace in that location, is part of its geographic service area, would not supersede or conflict with another entity's authority/responsibility, among others).

4. Additionally, the following describes when (as opposed to where) the University has Jurisdiction under this Code over a person whose conduct is at issue:

- i. Generally, this Code applies to conduct at all times while the reported Respondent is a Student.
- ii. In determining appropriate threat and safety management measures, the University may consider conduct that occurred prior to a student being admitted or enrolled at the University, if the reported conduct presents a risk of physical harm to person in the University programs or activities or on University Premises. The Student Conduct Officer may also consider whether temporary threat and safety management measures are necessary, as further detailed in this Code.
- iii. The Code may also apply to former Students when the conduct occurred while the person was a Student. Sanctions and threat and safety management measures may apply as applied to other Students, including but not limited to limiting future interactions with the University.

M. **Panel Chair:** The Panel Chair is the Dean of Students or designee. The Panel Chair convenes and oversees the Panel Hearing Process.

N. **Panel Hearing Process:** A process where a Hearing Panel will conduct a formal hearing for the purposes of reviewing the evidence and recommending a finding of responsibility and disciplinary actions to the VPSA.

O. **Preponderance of the Evidence:** Preponderance of evidence means it is more likely than not (or more than 50 percent in favor) that a Code violation occurred.

P. **Prohibited Conduct:** Conduct listed in the "Prohibited Conduct" section below, which is considered a violation of the Code and subject to sanctions and/or other threat and safety management measures.

Q. **Report:** Allegations that Respondent engaged in Prohibited Conduct made either by the person reportedly subjected to the Conduct or a third party.

- R. **Reporter:** Any person reporting an alleged violation of the Code.
- S. **Respondent:** A Student alleged/reported to have violated the Code.
- T. **Retaliation:** Any materially adverse action that would dissuade a reasonable person from making or supporting a good faith Report, or otherwise participating in the processes under this Policy. Retaliation can be direct such as changing or denying a benefit of the University, or it can be indirect such as intimidating, threatening, or harassing a person who has made a report or participated as a witness in a process.
- U. **Sanctions:** Actions or conditions that are required as a result of a Respondent being found responsible for a Code violation.
- V. **Student:** Individuals who have paid the enrollment deposit to attend the University or are enrolled in courses offered by the University, including but not limited to during breaks in the University academic calendar.
- W. **Student Conduct Administrator:** The Student Conduct Administrator is the Dean of Students. As needed, the VPSA may designate other Student Affairs Employees as the Student Conduct Administrator.
- X. **Student Conduct Officer:** A University Employee designated on a case-by-case basis by the Student Conduct Administrator with approval from the VPSA to review reported Code violations under the Initial Review and the Administrative Resolution Process, as further set out in this Policy. The Student Conduct Administrator may also serve as a Student Conduct Officer.
- Y. **University Official:** Any person employed by the University or serving on its governing boards, performing assigned administrative or professional responsibilities.
- Z. **University Premises:** All land, buildings, facilities, and other property owned, managed, operated, leased, or otherwise controlled by the University. Premises also includes the University controlled space on the internet and other technological systems.
- AA. **Vice President for Student Affairs (VPSA):** The University Employee, designated by the University President, who oversees student affairs.
- BB. **Visitor:** A person who has a reasonable basis and expectations to be on campus or in University programs and activities but who is not an Employee or Student in the relevant context.
- CC. **Witness:** Persons who are reported to have information relevant to conduct at issue.

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#### IV. POLICY

## A. SCOPE OF POLICY

1. This Policy applies to all Students and applies when the conduct meets the Jurisdiction requirements, defined above. All reports of violations of this Code are subject to review under and application of this Policy.
  - i) The University's Jurisdiction governs only what the University will review for disciplinary and threat and safety management purposes upon Student Affairs receiving relevant information or a Report. The University does not actively monitor conduct in each jurisdictional context. Rather, this Code generally governs what is brought to the attention of appropriate University Officials and how the University processes that information.
  - ii) The University expressly disclaims any duty not already otherwise recognized in law independent of this Jurisdiction and/or Code.
  - iii) Jurisdiction of this Code sets out in what context(s) that punitive or other threat and safety management measures the University implements against a Respondent. Jurisdiction does NOT control when the University offers help, support, and resources to an affected Student. Those resources may be available regardless of whether Jurisdiction applies.
2. Policy 5.60, Sexual Misconduct, is separate. If the reported conduct meets the definition of Prohibited Conduct under the Policy 5.60, Sexual Misconduct and results in a Report, as defined in that Policy, the processes and requirements of that Policy will control and may run concurrently with or prior to processes under this Policy.
3. Policy 5.27, Non-discrimination / Anti-Harassment, is separate. If reported conduct that meets the definition of Discrimination, Harassment, and/or Retaliation under Policy 5.27, Non-discrimination / Anti-Harassment, the processes and requirements of that Policy may control and/or run concurrently with or prior to processes under this Policy, unless and until referred under that Policy.
4. Other policies may apply to reported conduct not covered by this Policy, including but not limited to Policy 6.33, Academic Integrity, and Policy 5.0, Threat Management and Safety Intervention.
5. Any discrepancies in documents will be governed by the Code, which controls over any such conflicts or inconsistencies; provided however, Policy 5.27 and Policy 5.60, along with any safety intervention/risk management measures taken outside this Policy will be primary and control over this Code in the event of any inconsistencies, as needed for the safety of the University and to prevent discrimination.

## B. PROHIBITED CONDUCT. The following described conduct is Prohibited Conduct. Prohibited Conduct is a violation of the Code. Violations of the Code are subject to sanctions and remedies by the University.

1. Violation of University policies, procedures, rules, or regulations.

2. Dishonesty: Acts of dishonesty, including but not limited to the following:
  - i. Providing and/or supplying false information to any University Official, faculty/staff member, or office.
  - ii. Forgery, alteration, or misuse of any University document, record, or instrument of identification.
  - iii. Tampering with the election of any organization or student governing body.
    - a) Misrepresenting oneself or an organization as an agent of the University.
3. Disorderly Conduct: Conduct that substantially disrupts or interferes with University or University-sponsored activities, including but not limited to classroom related activities, studying, teaching, research, intellectual or creative endeavor, administration, service or the provision of communication, computing or emergency services.
4. Threats of Physical Violence: Expressly or impliedly threatening bodily injury, death, or substantial property damage, and acting with intent to place another person in fear of imminent serious bodily injury, substantial property damage, or death; or making a threat, accompanied by a show of immediate force or violence, to do bodily injury to another.
5. Physical Acts of Violence: inflicting physical assault or injury to another person.
6. Dangerous Conduct: Deliberate or reckless conduct that jeopardizes the health, well-being and/or safety of others or oneself.
7. Property Violations: Misuse, theft, misappropriation, destruction, damage, or unauthorized use, access, or reproduction of property, data, records, equipment or services belonging to the University or belonging to another person or entity.
8. Hazing:
  - i. intentionally, knowingly, or recklessly committing an act or causing another to commit an act that:
    - a) endangers the mental, emotional, or physical health or safety of another;
    - b) involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on or in the body, or exposure to the elements or harmful environments;
    - c) involves consumption of any food or drink, alcoholic product, drug, or other substance or any other physical activity that endangers the mental or physical health and safety of an individual; or

- d) involves any activity that would subject the individual to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects another to extreme embarrassment, shame or humiliation; and
  - e) Is for the purpose of initiation, admission into, affiliation with, holding office in, or as a condition for continued membership in any organization; or if the actor knew that the reported victim is a member of or initiated for membership with a school team or school organization.
  - f) Consent by the person hazed shall be no defense to the hazing.
9. Harassment: Complaints of discrimination or harassment based on race, color, national origin, sex (including pregnancy, sexual orientation, and gender identity), religion, age, and disability will be referred to the Equal Opportunity Office for evaluation under [SUU Policy 5.27, Non-Discrimination Anti-Harassment](#), and/or [Policy 5.60, Sexual Misconduct](#).
10. Electronic Communication Harassment: means a communication by electronic, electro-mechanical, or electro optical communication device(s) for the transmission and reception of audio, image, or text that is targeted at a specific individual(s) and shall include communication originating or received with intent to intimidate, abuse, threaten, harass, frighten, or disrupt the electronic communication of another through:
- i. Repeated contact by means of electronic communications, regardless of whether a conversation ensues or after the recipient has requested or informed the person not to contact the recipient, and the person repeatedly or continuously:
    - a) contacts the electronic communication device(s) of the recipient; or
    - b) causes an electronic communication device of the recipient to ring or to receive other notification of attempted contact by means of electronic communication.
  - ii. making contact by means of electronic communication and insults, taunts, or challenges the recipient of the communication or any person at the receiving location in a manner likely to provoke a violent or disorderly response;
  - iii. making contact by means of electronic communication and threatens to inflict injury, physical harm, or damage to any person or the property of any person;
  - iv. causing disruption, jamming, or overload of an electronic communication system through excessive message traffic or other means utilizing an electronic communication device; or
  - v. electronically publishing, posting, or otherwise disclosing personal identifying information of another individual in a public online site or forum with the intent to abuse, threaten, or disrupt the other individual's electronic communication and without the other individual's permission.

11. Failure to Comply: Failure to comply with directions of University faculty, staff, or law enforcement officers acting in performance of their duties or failure to identify oneself to these persons when requested to do so. Additionally, Failure to comply with the sanction(s) imposed under the Code. This section is not intended to prohibit the lawful assertion of an individual's Fifth Amendment right against self-incrimination.
12. Misuse of University Property: Unauthorized possession, duplication, or use of keys, or other devices that provide access to any University property or services.
13. Unauthorized Use of Facilities: Unauthorized presence in or use of University premises, facilities, or property.
14. Alcohol Violations: Use, possession, or distribution of alcoholic beverages in an unlawful manner or otherwise in violation of a University Policy.
15. Controlled Substance Violations: Use, possession, or distribution of a controlled substance in an unlawful manner or otherwise in violation of a University Policy.
16. Interference with the Orderly Operation of the University: Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency.
17. Abusing a Position of Trust: Any act that is not in accordance with the expectations, responsibilities, or privileges that accrue to an individual by virtue of their status or position.
18. Disruption of Operations or Breach of Peace: Participation in a campus demonstration which unreasonably disrupts the normal operations of the University (except behavior that meets SUU Policy 5.1 Free Speech and Advocacy) including but not limited to the following examples:
  - i. Infringing on the rights of others.
  - ii. Inciting others to substantially disrupt scheduled and/or normal operations of the University.
  - iii. Intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular.
  - iv. Inciting another person to breach the peace.
19. Obstruction: Intentionally engaging in conduct that prevents another person from exercising freedom of expression protected by law.

20. Unauthorized Use of University Data or Records: Unauthorized access to, disclosure of, or use of any University document, record, or identification, including but not limited to, electronic software, data, University email, and records.
  21. Interference with the Orderly Operation of the Conduct Process: Abuse of or false claims in grievances processes under SUU policies, including but not limited to:
    - i. Falsification, distortion, or misrepresentation of information.
    - ii. Substantial disruption or interference with the orderly conduct of a grievance proceeding.
    - iii. Knowingly initiating a Report without cause.
    - iv. Attempting to unduly interfere with an individual's proper participation in, or use of, the grievance processes.
    - v. Attempting to unduly influence the impartiality of a member of a hearing panel or hearing officer prior to, or during the course of, a hearing proceeding.
    - vi. Verbal, written, phone, or physical harassment, and/or intimidation of a hearing officer or member of a hearing panel.
    - vii. Influencing or attempting to influence another person to commit an abuse of a grievance process.
  22. Unauthorized Use of Course Material: Any illegal or unauthorized taking, selling, or distribution of class notes or testing materials.
  23. Housing Violations: Without limiting the subsection above, a violation of any SUU student housing unit policy, rule, or regulation as contained in the published Resident Handbook.
  24. Unlawful Conduct: Any activity or conduct that would be a violation of local, state, or federal law is a violation of this policy.
  25. Attempt to Commit or Conceal: Any attempt to commit or conceal, to aid and abet in the commission of any other listed Prohibited Conduct, or to participate in a conspiracy to commit or conceal an act of misconduct prohibited by this Policy is subject to sanctions to the same extent as completed acts.
  26. Fireworks and Explosives: The possession, use or attempted use of bombs, explosives, dangerous chemicals, incendiary devices or fireworks.
- C. FREEDOM OF EXPRESSION. Conduct that constitutes a protected exercise of an individual's rights under the First Amendment to the United States Constitution (and

related principles of academic freedom) is not a violation of this Policy. [See SUU Policy 5.1, Free Speech and Advocacy on Campus](#)

D. SAFE HARBOR. Students who have a drug or alcohol addiction may be granted safe harbor from discipline. If a student self-reports their own addiction to the appropriate University Officials before the threat of drug testing and/or discipline, the University may decide not to initiate the Conduct Review Process.

1. A written action plan by the student may be used to track cooperation with the safe harbor program.
2. Failure to follow the action plan may nullify the safe harbor protection and the University may initiate the Conduct Review Process if there is a reported Code violation.

E. AMNESTY. The University encourages all community members to proactively assist others whose health or safety are at risk. Any student who makes a good faith report of Prohibited Conduct that was directed at them or another person will not be sanctioned by the University for a violation related to the use of drugs or alcohol that the University discovers because of the report. The University may, however, initiate an educational discussion with any student regarding their personal involvement in minor policy violations.

1. If the same Student repeatedly requests amnesty for substantially similar minor policy violations, the Student Conduct Officer may deny amnesty.

F. REPORTING CODE VIOLATIONS. A University employee or Student or any other person may make a report to the Office of Student Affairs, through a process designated from time to time (see Relevant Links and Forms section, below).

G. GENERAL PRINCIPLES FOR CONDUCT REVIEW PROCESS.

1. Participants in the Conduct Review Process may request accommodations necessary under the Americans with Disabilities Act (ADA) through the [Disability Resource Center](#) with as much advance notice as possible.
2. Deadlines and timeframes in this Policy may be extended with written notice to the relevant persons involved and the reasons for the extension. Appropriate reasons may include the absence of a Respondent student, an advisor, or witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
  - i. A respondent student or witness may submit a request for a temporary delay to the Student Conduct Officer or Panel Chair, as applicable. Any request for temporary delay or limited extension should include a statement and the reason(s) for the request. If no reasonable reason for temporarily delaying the Conduct Review

Process exists, the Student Conduct Officer or Panel Chair will deny the request in writing.

- ii. The University may proceed with the review and Conduct Review Process in a timely fashion without a Respondent, Reporter, persons affected or other Witness if the person declines to participate.
  - iii. The University may set reasonable deadlines and move forward with processes regardless of whether a Respondent's Advisor is able to accommodate those deadlines; generally, only one reasonable request for time extension will be granted related to a Respondent's Advisor.
3. Decision makers will evaluate all available, relevant evidence—both evidence that supports or does not support the allegations—objectively and determine credibility without regard to a person's status as Reporter, person affected by reported conduct, Respondent, or Witness.
  4. Any person designated as a Student Conduct Officer or other decision maker shall be free of Conflict of Interest. Any challenge based on a Conflict of Interest must have a factual basis and not be mere speculation or disagreement. Independent knowledge of an incident through other means generally is not a Conflict of Interest.
  5. The University will presume a Respondent is not responsible for the reported conduct until a determination of violation of the Code is made at the conclusion of the Conduct Review Process. This presumption under the Conduct Review Process, however, shall not prohibit the University from taking threat and safety management steps necessary as described in this Policy.
  6. Decision-makers on behalf of the University shall objectively assess and review available information to determine whether a violation has occurred, in accordance with the procedures in this Policy. The standard the University applies in that determination is Preponderance of the Evidence.
  7. The University will not restrict a person from discussing the allegations under review or from gathering and presenting relevant evidence or information. This section notwithstanding:
    - i. Retaliation is prohibited. The University may take steps to prevent Retaliation at any time. Instances of retaliation related to this Code may be processed under this Code and/or through other applicable processes as determined by the Student Conduct Officer reviewing the Report.
    - ii. The Student Conduct Officer or the Panel Chair, as applicable, may direct persons involved in the Conduct Review Process to cease communications with one another to protect the integrity of the investigation, to prevent retaliation, or for other reasonable and good cause (i.e., a "no contact agreement.")

- iii. The conduct and communications of everyone involved in the Conduct Review Process remain subject to state laws protecting against defamation and tortious invasions of privacy, such as intrusion upon seclusion, publication of private facts, and false light claims. The University does not provide protection against these independent and separate legal claims.
- 8. Persons involved in the Conduct Review Process shall not knowingly make materially false statements or knowingly submit materially false information. However, the determination that a violation of the Code occurred or did not occur alone is not sufficient to conclude that any individual made false statements or provided false information.

#### H. INITIAL REVIEW OF REPORT.

- 1. Upon receiving a Report of a Code violation, a Student Conduct Officer shall promptly review the Report. The review is to determine next steps in the Student Conduct Process. The Student Conduct Officer may meet with the Reporter and/or other person reportedly affected by the conduct for clarification purposes and may review available documents or other information as part of the Initial Review. The Student Conduct Officer then will take one of the following steps:
  - i. Refer Under Other University Policy.
    - a) If the Reported Conduct is related to prohibited conduct as described in SUU Policies 5.27 or 5.60, the Student Conduct Officer will report the conduct to the Equal Opportunity Office.
    - b) If the reported conduct is a violation of the Resident Handbook, then the Student Conduct Officer shall be the Housing Director or designee. In the event the reported conduct could be a violation of the Resident Handbook but does not otherwise include an additional violation of the Code, then the Student Conduct Officer/Housing Director can refer the Resident Handbook-specific matter for resolution in accordance with the Process set out in the Resident Handbook.
    - c) If the reported conduct that violates another University policy also would violate the Code--such as if there are different types of conduct reported together or if the reported conduct, if true, would violate both policies--the Student Conduct Officer may process the reported conduct under this Code while also referring under another policy for determination as to whether that Policy was violated. See Policy 5.0, Threat Management and Safety Intervention. In some limited circumstances, the Student Conduct Officer may pause review (and stay any deadlines) under the Code while the reported conduct is reviewed under another applicable policy and that process is concluded. However, an inquiry about whether SUU Policy 5.27 or 5.60 was violated shall be solely reviewed under those Policies.

- ii. Conclude that the Reported conduct does not apply to the Code. The Student Conduct Officer may conclude that based on the allegations and information available the report does not state a violation of the Code and close the matter.
- iii. Process for further review under the Code. See description and details of processes below when the Student Conduct Officer determines the Code applies to the reported conduct.

## 2. Notice of Next Steps after Initial Review.

- i. If the Student Conduct Officer has contacted the Respondent or if the person affected is the Reporter, the Student Conduct Officer will notify that person of a referral under other University Policy or a conclusion that the Code does not apply to the Reported Conduct, along with a summary explanation.
  - a) For a referral, the Student Conduct Officer will include an explanation of what policy it was referred under; a referral is not a determination that the other policy applies or that another policy was violated. A referral simply means it warrants at least an initial review under that other policy.
- ii. If the person affected by the reported conduct is not involved and the Student Conduct Officer closes the matter, the Student Conduct Officer may document the review and decision to the file.
- iii. Generally, if the Student Conduct Officer has had no contact with the Respondent or provided any notice related to a report that results in a referral or closing of the matter under the Conduct Review Process, then no notice is made to the Respondent.
- iv. Notice to a Respondent when further review is warranted is set out below. The Student Conduct Officer also may notify others such as a person reportedly impacted by the reported conduct, that the matter will proceed for further review under the Code. There is no requirement that information is shared, and the Student Conduct Officer is to exercise that discretion as to who to notify and to what extent on a need to know basis.

3. Temporary Threat and Safety Management Measures. During the Initial Review, the Student Conduct Administrator may consider what, if any, threat and safety management measures are necessary during the pendency of any review under this Code. The Student Conduct Administrator may impose such measures, generally after input from the Student Behavioral Assessment Team, if necessary to protect the campus community or prevent serious disruption of University operations. The Respondent-Student will normally be afforded an opportunity to be heard prior to the imposition of any threat and safety management measures if any of those measures impact their ability to be on campus, or any part thereof, and/or to attend work, class or other activities on campus. But in certain circumstances that warrant more immediate action, the Respondent-Student will be provided notice and an opportunity to be heard

as soon as reasonably practicable, which may occur after threat and safety management measures are put in place.

I. DECIDING WHICH PROCESS (ADMINISTRATIVE RESOLUTION OR PANEL HEARING) APPLIES TO FURTHER REVIEW OF THE REPORT.

1. If, after the Initial Review, the Student Conduct Officer determines that further review is warranted, the Student Conduct Officer will notify the Respondent Student(s) in writing of (1) a summary of the the allegations and information gathered, (2) next steps in the process, and (3) an overview of all processes available for resolution.
2. As part of including an “overview of all processes available for resolution,” the Student Conduct Officer makes a preliminary assessment whether the reported Code violation reasonably may result in either expulsion or a minimum 10-day suspension from the University. This assessment impacts what process is available to the Respondent (and therefore, what is included in the notice to Respondent):
  - i. If the Conduct Review Process may result in an expulsion or specified suspension, a Respondent student may opt to resolve the matter through either an Administrative Resolution Process or a Panel Hearing Process. The Student Conduct Officer will include information about the two options with the notice. Respondent(s) will have five (5) business days to sign and return the form stating the option chosen.
    - a) If the Respondent fails to return the form within the time designated, the Student Conduct Officer will proceed under the Administrative Resolution Process.
    - ii. If the Conduct Review Process would not possibly result in either expulsion or a 10-day or more suspension, the Student Conduct Officer will proceed under the Administrative Resolution process.
    - iii. However, if the possible sanctions could result in an outcome materially similar to expulsion or a minimum 10-day suspension under the circumstances (e.g., a violation finding may result in inability to continue in a particular educational program due to industry or licensing standards), a Respondent Student may file a request to have their matter heard by the Student Conduct Hearing Panel.
      - a) The Respondent shall submit the request to the Student Conduct Administrator no less than one (1) day prior to the Administrative resolution hearing.
      - b) The request must include a factual basis for a reasonable belief that the possible sanction would have a materially equal effect on the individual respondent student as expulsion or a suspension of at least 10-days.

- c) It is within the discretion of the Student Conduct Administrator to grant or deny the request.
  - d) The Student Conduct Administrator shall notify the Respondent Student in writing of the decision.
    - (1) A Respondent may appeal a denial of the request as set forth in Section N(2)(b), below.
    - (2) The grounds for appeal of the decision of the request are:
      - (i) This Policy was applied in a Clearly Erroneous manner in reaching the decision on the Respondent's request; and/or
      - (ii) There is new evidence or information that was not reasonably available or knowable at the time of the decision on the request which is likely to affect the outcome of the Student Conduct Administrator's decision.
    - (3) The scope of appeal will be limited to the decision on the request. The Appeal Officer will not make a determination on the underlying merits of the matter.
    - (4) The Appeal Officer will review the Respondent's request and the written decision from the Student Conduct Administrator.
    - (5) Within five (5) days of receiving the Respondent's request, the Appeal Officer will provide the Respondent and the Student Conduct Administrator with a written decision either granting or denying the request.
    - (6) The Appeal Officer's decision is final and not subject to further appeal.
3. Upon receiving notice, the Respondent student will have five (5) business days to respond to the notification by contacting the Student Conduct Officer or designee, as directed in the notice.
- i. If the Administrative Resolution Process applies and/or is elected by the Respondent student, the Student Conduct Officer shall schedule a meeting with the Respondent to take place within 10 business days of the response. (See Section \_\_\_ for details on the Administrative Resolution Process).
  - ii. If the Hearing Process applies and is elected by the Respondent, then upon the Respondent's response, the Panel Chair will provide further notice to the

Respondent. (See Section [redacted] for details on the Panel Hearing Process and notice from the Panel Chair).

- iii. If the Respondent does not respond or fails to show up to a scheduled meeting or Hearing without good cause and notice to the Student Conduct Officer or Panel Chair otherwise refuses to participate, the Student Conduct Officer or Panel Chair will proceed with the applicable process with the information available.

## J. ADMINISTRATIVE RESOLUTION PROCESS.

1. Administrative Resolution Meeting. The Student Conduct Officer conducts the hearing/meeting of the Administrative Resolution Process with the Respondent. In conducting the Administrative Resolution Process, the Student Conduct Officer is not bound by any formal rules of evidence (typically recognized in judicial court cases), but evidence may be limited by relevancy and redundancy.
  - i. If there is a reasonable and factual basis showing why the Student Conduct Officer cannot make an impartial and objective determination, a Respondent Student may file a request to have their matter heard by the Student Conduct Administrator.
    - a) The Respondent shall submit the request to the Student Conduct Administrator no less than five (5) business days after receiving the Notice of the Administrative Resolution hearing.
    - b) The request must include a factual basis for a reasonable belief that the Student Conduct Officer has a material Conflict of Interest or is otherwise unqualified to make a determination in the matter.
    - c) The Student Conduct Administrator has discretion to grant or deny the request regarding whether the Student Conduct Officer has a Conflict of Interest. The Student Conduct Administrator also has discretion to assign an alternative Student Conduct Officer to hear the matter.
    - d) The Student Conduct Administrator will notify the Respondent Student in writing of the decision with corresponding reasoning.
2. Advisors. Respondents may choose to be accompanied by an Advisor to any related meeting or proceeding. The Advisor may not disrupt the meetings or other proceedings or speak on behalf of the Respondent. Generally, the Advisor is limited to listening and quietly conferring with the Respondent. If an Advisor is disruptive even after a warning, the Advisor may be excluded from the meeting or proceeding. If the Advisor is an attorney, Respondent shall provide at least 3 days advance notice to the Student Conduct Officer, Student Conduct Administrator, or Panel Chair, as applicable that the Advisor is an attorney.

3. Combining Review of Matters. Where there are allegations against more than one Respondent arising out of the same set of facts, the Student Conduct Officer may review the allegations and information as one consolidated matter. A Respondent may request a separate review. However, such a request will be at the discretion of the Student Conduct Officer, who will consider the interests of fairness and procedural expediency in deciding whether to grant the request.
4. The steps for the Administrative Resolution Process meeting include:
  - i. Step 1: The Student Conduct Officer conducts the meeting in person or electronic means, as determined by the Student Conduct Officer.
  - ii. Step 2: At the meeting, the Student Conduct Officer goes through the allegations and information gathered during the Initial Review, along with the sections of the Code potentially violated.
  - iii. Step 3: Respondent has an opportunity to provide the Student Conduct Officer with copies of any documents, witnesses, or other information they wish to present in responding to the information presented. The Respondent also may ask questions about processes under the Code and this Policy or other relevant matters.
  - iv. Step 4: The Student Conduct Officer may interview witnesses who the Student Conduct Officer has reason to believe have information relevant to the determination under the Code. Statements by witnesses should be limited to factual statements rather than character statements. The Student Conduct Officer may interview witnesses at the meeting or outside the meeting, provided that any relevant information is presented to the Respondent with an opportunity to respond.
  - v. Step 5: The Student Conduct Officer tells the Respondent a summary of next steps.
5. Decision Following Meeting with Respondent. After the steps above, the Student Conduct Officer then determines based on a Preponderance of the Evidence whether the Respondent violated the Code, and if so, imposes disciplinary sanctions appropriate (see section below on types of sanctions and related considerations) for the violation.
  - i. The Student Conduct Officer will communicate the decision within a reasonable time, generally aiming for within five (5) business days following the conclusion of the meeting if no additional witnesses will be interviewed or documents need to be reviewed. If these additional steps are needed at the conclusion of the hearing, the Student Conduct Officer will communicate an estimated timeline, which may also include a follow-up meeting with the Respondent if necessary.
  - ii. The written decision shall include:
    - a) A description of the allegations at issue in the matter;

- b) Findings of fact supporting a determination;
  - c) Conclusions regarding application of University Policy to the facts;
  - d) Any sanctions or remedies imposed; and
  - e) A statement regarding any appeal rights and deadlines.
- iii. The Student Conduct Officer may use discretion in deciding whether to provide a copy or notify the person(s) affected by the Prohibited Conduct of the outcome of the Administrative Resolution Process. Generally, the person affected will only receive notice to the extent the decision directly impacts that person.

K. PANEL HEARING PROCESS.

1. In a Panel Hearing Process, a Hearing Panel conducts a formal hearing. The Panel is not bound by any formal rules of evidence (typically recognized in judicial court proceedings), but evidence may be limited by the Panel Chair for relevance and redundancy.
2. Hearing Panel membership. The Panel will consist of the following, with the particular individuals to be designated by the VPSA or designee:
  - i. Dean of Students or designee (as Panel Chair).
  - ii. Representative from the Division of Academic Affairs (Provost Office Administrator, faculty member, etc.).
  - iii. SUUSA                      Judicial                      Officer                      or                      designee.
3. Closed Hearing. All Panel Hearings will be closed to everyone except those persons specifically provided for in this procedure or persons whose presence at the hearing is authorized by the Panel Chair.
4. Upon receiving Respondent's response electing the Panel Hearing Process (see Section   ), the Student Conduct Officer will notify the Panel Chair. Within 5 days of receipt of that notification, the Panel Chair will notify the Respondent of the date of the hearing, who will be on the Panel, process to object to Panel members, and the rules and procedures available prior to the Hearing (see more below and General Guidelines above).
5. Objections or Requests Related to Hearing. Upon receiving the notice of the Hearing date, as described above:
  - i. Respondents must provide any objections to the membership of the Panel within two (2) business days of the notice by emailing the Panel Chair the

objection and the basis for the objection. Generally, Conflicts of Interest that would impact the fairness of the Panel Hearing Process are valid grounds for objection. Claims of Conflicts of Interest must be supported by objective and demonstrable evidence and not mere speculation.

- ii. A Respondent may request a rescheduling of the Panel Hearing for good cause shown, within the discretion of the Panel Chair, at least two (2) business days before the beginning of the hearing. Only one rescheduling will be permitted, absent extenuating circumstances (which does not include the schedule or availability of an Advisor). Any such rescheduling shall not unduly delay the resolution of the matter.
- 6. The Student Conduct Officer, who conducted the Initial Review, will provide the relevant documents from the Initial Review to the Panel Chair, with advance notice such that all members of the Panel have opportunity to review in preparation for the Hearing.
- 7. Hearing Rules and Procedures. The Panel Chair ensures that the processes and procedures outlined in the Policy are followed. Any rules and procedures set out before the hearing will be communicated to the Respondent and any participating persons, as and to the extent applicable, prior to the hearing.
  - i. Presence and Attendance.
    - a) The Respondent is entitled to be present throughout the hearing but not during the deliberation of the Hearing Panel.
    - b) If a Respondent student does not attend a scheduled hearing, the hearing proceeds in the absence of the Respondent student and a decision made by the Panel based on information available.
      - (1) Such an absence will not be considered grounds for an appeal.
      - (2) Where two or more cases involving common occurrences or the same student(s) are pending simultaneously, the Chair may decide to consolidate the hearings of such matters or hear them alone and allow them to be heard separately.
    - c) Respondent student may remain silent (i.e., not to testify against him/herself), but must be informed that if silence is maintained, the matter will be determined on information available.
  - ii. Witnesses.
    - a) Respondent is responsible for arranging for witnesses testifying on his/her behalf to appear at the hearing. Respondent shall provide a list of witnesses, if any, to the Chair at least two (2) business days prior to the Hearing.

- b) The Panel Chair may decide what other witnesses to invite. Typically, this may include the Reporter, the person reportedly affected by the conduct, and others with relevant knowledge. The Panel Chair will notify the Respondent of these persons invited to attend.
- c) Generally, witnesses must attend a hearing (either in person or electronically) in order to provide testimony. In an exceptional circumstance where a witness is unable to attend the hearing and no reasonable accommodation will allow the witness to attend, the witness may write or record a statement that the Chair will present at the Hearing, with the Respondent student provided an opportunity to supplement, give input, or otherwise respond.
- d) Witnesses are typically asked to comment only on circumstances relevant to the reported conduct, and not the general character of the Respondent.
- iii. Opportunity to Respond. Respondent has the opportunity to be informed about all relevant information the Panel will consider in its decision, and the opportunity to review any relevant portions of documents. The Panel will provide the Respondent with an opportunity to respond to all relevant information.
- iv. Disclosures. Respondent must provide copies of any documents they intend to submit for consideration during the hearing to the Panel Chair not less than three (3) business days before the hearing.
- v. Chair's Authority to Conduct Hearing.
  - a) All persons involved must direct their communications at the Hearing to the Panel Chair. The Panel Chair decides which questions to ask each person.
  - b) The Panel Chair may reasonably limit the scope and time devoted to each witness, matter, or item of discussion during the Panel Hearing, as well as the number of persons testifying.
  - c) The Panel Chair decides the order of witnesses and when a Reporter and/or witnesses will be in the hearing room or admitted to a virtual meeting room.
  - d) The Panel Chair may reasonably limit the scope of evidence considered in the Hearing, particularly for questions of relevance or cumulative evidence. Evidence may consist of oral and written testimony, incident reports, and other materials related to the incident including secondhand reports and circumstantial evidence. Student Conduct Hearings are not subject to limiting rules of evidence.

- e) If any Hearing participant becomes unreasonably disruptive to the hearing, even after a warning, they may be removed and/or the hearing postponed at the discretion of the Panel Chair.
- f) Where there are allegations against more than one Respondent student arising out of the same set of facts, the Panel Chair may hear the matters within one Hearing. A Respondent may request a separate hearing in writing to the Panel Chair no less than three (3) business days prior to the Hearing. The Panel Chair retains discretion whether to combine or separate hearings, and will consider the interests of fairness and procedural expediency in deciding whether to grant the request.

vi. Advisors.

- a) During the Panel Hearing, students may have an advisor, who may be, but is not required to be an attorney, to advocate on their behalf.
- b) At least three (3) business days prior to the hearing, the Respondent must notify the Panel Chair if they will be accompanied by an Advisor, and notify the Chair if that Advisor is an attorney.
- c) Students are encouraged to represent themselves as much as possible, but an Advisor may actively participate in the Student Conduct Hearing, including:
  - (1) Present opening and/or closing statements.
  - (2) Advise the Respondent student throughout the Student Conduct Hearing.
  - (3) Present questions during the hearing. Such questions will be presented to the Panel Chair who, in his/her judgment may then allow the Advisor to ask the question, ask the Advisor to rephrase the question, disallow the question or ask the Advisor to move on to another question or area of questioning.

8. Steps for the Hearing.

- i. Step 1: At the beginning of the Hearing, the Panel Chair will introduce all persons present and communicate any standards, rules, or procedures that apply to the hearing, along with the Code sections that Respondent allegedly violated.
- ii. Step 2: The Panel Chair presents the allegations and any evidence or information gathered during the Initial Review.

- iii. Step 3: The Panel Chair may then ask a Reporter or witness to provide information and allow the Respondent student to respond. The Panel Chair has discretion as to the order of testimony.
- iv. Step 4: The Panel Chair or any Panel member may also ask the Reporter and any witnesses relevant questions that arise during the hearing. The Panel Chair has discretion as to the order of testimony. The Respondent student will have the opportunity to respond to all testimony.
- v. Step 5: At the end of the hearing, the participating persons other than the Panel will be asked to leave the room during the Panel deliberations.

L. PANEL DECISION.

- 1. The Panel Chair will write a decision on behalf of the Panel within a reasonable time, which in most cases shall not exceed 7 business days, of the conclusion of the Hearing.
  - i. In the event that the written decision is delayed beyond 7 business days, the Respondent will be notified of the delay and informed when the decision will be communicated.
- 2. The Panel Chair sends the decision to the Respondent, with a cc to the Student Conduct Officer and the Vice President of Student Affairs.
- 3. The decision will include:
  - i. A description of the allegations at issue in the matter;
  - ii. What sections of the Code are at issue;
  - iii. Findings of fact relevant to the determination;
  - iv. Conclusions regarding application of University Policy to the facts;
  - v. Sanctions or remedies imposed, if any; and
  - vi. a statement of any appeal rights and deadlines.
- 4. The Panel Chair may use discretion in deciding whether to provide a copy or notify the person(s) affected by the Prohibited Conduct of the outcome of the Panel Hearing Process. Generally, the person affected will only receive notice to the extent the decision directly impacts that person.

M. SANCTIONS AND REMEDIES.

- 1. Upon reaching a determination of responsibility through either an Administrative Resolution Process or Panel Hearing Process, the Student Conduct Officer or Hearing Panel, as applicable, determines the appropriate sanctions and remedies.

2. Any sanctions should be appropriate to end the Prohibited Conduct, to prevent further violation of this Policy. In determining the appropriate sanction(s), the Student Conduct Officer or Hearing Panel shall be guided by the following considerations:
  - i. The severity, persistence, or pervasiveness of the misconduct;
  - ii. The nature of violence in the misconduct and/or use of weapons, drugs, or alcohol (if applicable);
  - iii. The impact of the misconduct on the person(s) affected;
  - iv. The impact or implications of the misconduct on the University community;
  - v. Prior misconduct by Respondent, including the Respondent's relevant prior disciplinary history;
  - vi. Whether Respondent has accepted responsibility for the misconduct;
  - vii. The maintenance of a safe working and learning environment free from substantial disruptions; and
  - viii. Any other mitigating, aggravating, or compelling factors.
3. Sanctions. The Student Conduct Officer or Hearing Panel, as applicable, has discretion to determine sanctions based on the above-factors, which include but are not limited to, any one or a combination of the following sanctions:
  - i. Warning letter/letter of censure;
  - ii. Education experiences or performing certain reasonable and relevant educational or related service activities;
  - iii. Fines;
  - iv. Campus service;
  - v. Restitution;
  - vi. Formal and/or Public Apology;
  - vii. No Contact;
  - viii. Parental Notification;
  - ix. Disciplinary suspension;

- x. Disciplinary probation;
  - xi. Disciplinary Dismissal;
  - xii. Facilitated Dialogue;
  - xiii. Mediation;
  - xiv. Restrictions on housing registration, selection, access, and participation;
  - xv. Prohibition from being present on campus or a part of it;
  - xvi. Suspension from University social or other activities;
  - xvii. Suspension from being a Student at the University;
  - xviii. Restrictions on future enrollment;
  - xix. Expulsion from the University;
  - xx. Notations on Transcripts (which may or may not be expressly stated but can result from changes in Student status or restrictions on enrollment);
  - xxi. Loss of University employment;
  - xxii. Restrictions on future University employment;
  - xxiii. Reassignment to only online courses;
  - xxiv. Removal from one or more courses;
  - xxv. Loss of Degree;
  - xxvi. Loss of Privilege to represent the University; and/or
  - xxvii. Any other sanction or threat and safety management measure aimed at preventing the conduct from repeating or escalating.
4. Remedies. The Student Conduct Officer or the Panel, as applicable, may include in their decision the remedies related to the conduct reviewed and the corresponding determination. The Student Conduct Officer or the Panel should be guided by the goal of stopping the Prohibited Conduct and restoring the affected person to as similar a position as possible--as related to access and participation in employment, academics and the like--if they had not been subject to the Prohibited Conduct (acknowledging that the University's ability to do so is limited to what is within the University's control). Sometimes remedies will overlap with the sanctions but sometimes they may

be in addition to the sanctions. Remedies also may include extending a longer time frame of a temporary supportive measure. Student Affairs and/or other University employees as directed will implement those remedies.

N. APPEALS. Respondents found responsible for a Code violation may request an Appeal of the Student Conduct Officer or Hearing Panel's decision. To do so, the Respondent shall send the Appeal request in writing, or as otherwise directed by the Student Conduct Officer or Panel Chair, to the Appeal Officer identified in the decision letter or otherwise communicated to the Respondent.

1. Grounds for appeal. Appeals are not rehearings, and appeals are not granted on the basis of disagreement with the written decision. The Respondent may request to Appeal a decision based only on one or more of the following:

- i. There was a denial of adequate and fair due process that resulted in a material error that impacted the outcome of the Conduct Review Process;
- ii. this Policy was applied in a Clearly Erroneous manner in reaching the decision on violation finding, sanctions, and/or threat and safety management measures;
- iii. The sanction and/or threat and safety management measure imposed was not appropriate for the violation(s) which the Respondent was found to have committed; or
- iv. There is new evidence or information that was not reasonably available at the time of the review and/or hearing which is reasonably likely to affect the outcome of the Conduct Review Process.

2. How to Request an Appeal and Deadline.

- i. The Respondent may request an appeal in writing to the Appeal Officer (described above in Definitions). To request the appeal, a Respondent must include a statement explaining in detail why the Respondent is contesting the findings or the action(s) based on one or more of the above grounds for Appeal, any relevant reasoning and facts that support the Appeal, and include copies of any documents that will substantiate or clarify the Appeal request and Appeal.
- ii. A Respondent may Appeal within five (5) business days after receipt of the written notification of a disciplinary decision. Failure to appeal within the five (5) business days period waives the right to Appeal. Sanctions imposed by the Student Conduct Officer or the Hearing Panel are suspended during the pendency of an appeal request and consideration of an appeal. If the University implemented temporary threat and safety management measures, those remain in place. If a request for Appeal is returned due to not sufficiently addressing the grounds for appeal, the Respondent will have three (3) business days to submit a revised appeal, at which

time the right to Appeal will expire if the Appeal Officer has not received a response from the Respondent.

3. Review of an Appeal Request.

- i. Within seven (7) business days of the receipt of the Respondent's submission for Appeal, the Appeal Officer will notify the Respondent in writing of his/her decision to:
  - a) Deny the request for Appeal for failure to articulate one of the permitted grounds for Appeal with relevant information;
  - b) Accept the appeal for review, and indicate a timeline in which the Appeal will be substantively reviewed; OR
  - c) Inform the Respondent of the outcome of the Appeal decision (see more below).
- ii. If a delay occurs or additional time is needed, the Appeal Officer will notify the Respondent of the delay.

4. Appeal Decisions.

- i. If the Appeal Officer accepts the request for Appeal, the Appeal Officer reviews the request and submitted information to determine whether the Respondent has demonstrated an error under one or more of the above-listed grounds for Appeal. The Appeal Officer may review the file from the Conduct Review Process and ask clarifying follow up questions to University decision-makers, as needed to arrive at a decision on the Appeal.
- ii. The Appeal Officer or his/her designee may decide one of the following:
  - a) Affirm the decision of the Panel Hearing Process or Administrative Resolution Process and thus deny the appeal; OR
  - b) If the Appeal Officer decides that the above-listed grounds for Appeal are met, then the Appeal Officer may do one more more of the following:
    - (1) Modify the sanctions and/or ongoing threat and safety management measures;
    - (2) Return for a new or partial rehearing or administrative meeting; or
    - (3) Overturn all or part of the finding and issue a new or edited finding.
- iii. The Appeal Officer shall issue the decision on Appeal in writing. The Appeal Officer shall provide the decision to the Respondent, with a copy to the decision-

maker(s). The Appeal Officer may use discretion in determining whether to provide a copy or notify the person(s) affected of the outcome of the Appeal. Generally, the person affected will only receive notice to the extent the decision on appeal directly impacts that person.

- iv. The decision of the Appeal Officer is final and not subject to Appeal.
  
- O. EXPUNGEMENT. Conduct records may be expunged by the VPSA or his/her designee for good cause, upon written request of a Student with a student conduct record. A Student may submit a written request stating good cause as well as any supporting documentation and/or letters of recommendation to the Office of Student Affairs. The decision to expunge a student conduct record is entirely within the discretion of the VPSA. The VPSA shall notify the requesting student in writing of the decision on expungement. That decision is the final decision of the University and not subject to appeal.

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#### V. RELEVANT FORMS/LINKS

Make a Report: <https://cm.maxient.com/reportingform.php?SouthernUtahUniv>

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#### VI. QUESTIONS/RESPONSIBLE OFFICER(S)

Questions about this Policy should be directed to the Dean of Students in the Office of Student Affairs. The Vice President of Student Affairs is the Responsible Officer for this Policy.

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#### VII. POLICY ADOPTION AND AMENDMENT DATES

**Policy Adoption:**

**Amendment:**



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**SUBJECT: GENERAL STUDENT FEE ADVISORY BOARD ~~STUDENT FEE REVIEW COMMITTEE~~**

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I. ~~PURPOSE AND PHILOSOPHY:~~

This policy establishes the process of annual review and recommendations from student representatives to the University administration on student fees and their allocations, including ~~increases~~ changes in existing fees, reduction of existing fees and the addition of new student fees. It provides for coordination with appropriate University officers in the recommendation development process. The main purpose of the ~~University Student Fee Review Committee~~ General Student Fee Advisory Board (Board) is to review student fees and to formalize the involvement of students and selected University representatives in the student fee recommendation process. ~~The following criteria will be used by the Committee in determining the distribution of fee monies. (Fees are not expected to meet all criteria):~~ General student fees may be requested and used for the following purposes:

- A. ~~benefits students~~ To secure bonds to construct or renovate a specific facility, as approved by the student body. Such facilities shall be for the enrichment of the student experience and may not be for the construction of instructional space.
- B. ~~benefits the overall university community~~ To fund operation and maintenance, capital improvements, and other necessary operational expenses for student-approved facilities
- C. ~~enhances the image of SUU~~ For student activities, programs, and services from which the general student body may benefit
- D. ~~aids the academic interests and/or needs of students~~
- E. ~~supports educational, social, recreational, or cultural needs of students~~
- F. ~~enhances student health or welfare~~
- G. ~~creates opportunities for students to develop new skills, competencies, or appreciations not available elsewhere in the university~~
- H. ~~provides quality services necessary on campus~~

Course fees and program fees are not included in the scope of the Student Fee Review process.



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II. REFERENCES:

~~A. Utah Code 53B-7-101 (*Combined Requests for Appropriations—Committee Fixes Tuition, Fees and Charges*).~~

~~Utah System of Higher Education ~~Committee of Regents~~ R510, *Tuition and Fees (R510-5 General Fees Other Than Tuition)*.~~

Utah System of Higher Education R516, *General Student Fees*

~~SouthernUU Utah University Policy 5.4 *Board of Trustees Bylaws*.~~

~~B. Southern Utah University Policy 6.42 *Program and Course Fees*~~

Southern Utah University Policy 11.1 *Constitution of the Southern Utah University Student Association*

III. DEFINITIONS:

A. General student fees: Fees charged to students in addition to any matriculation and/or tuition to support student organizations and student activities and for intercollegiate programs such as intramural sports or visiting academics. General student fees are assessed based on the number of credits for which a student is enrolled in the applicable semester.

B. ~~[TR1]~~ General Student Fee Advisory Board: An institutional committee comprised of students, staff and administrators that oversees the establishment, review, revision, or repeal of general student fees

~~III~~. IV. ~~POLICY~~ ~~[TR2]~~:

A. General student fees shall be published on the University website.

B. Revenue from general student fees is restricted to the specific program areas, facilities, and services for which they are approved and shall be established to cover budgeted expenses. Fund balances may accumulate for large expenditures needing multi-year revenues only if planned, budgeted, and pre-approved by the Board of Trustees.

~~A.~~ The Student Fee Review Committee



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i.C. ~~Committee~~ Advisory Board ~~C~~composition and expectation:

1. ~~The two Co-Chairs of the Committee are:~~

~~—The SUUSA Student Body President serves as the Board chair, who serves in in a limited voting capacity. The Student Body President only votes in cases where the committee Board is tied on a vote votes only in case of a tied vote.~~

~~a-~~

~~b.i. The Vice President for Student Affairs (or designee), who serves as the vice-chair in a non-voting capacity~~<sup>[TR3]</sup>.

2.ii. Other members of the Committee:

~~a.1. Director, Student Involvement and Leadership, in a non-voting capacity~~

~~b.2. One designee from the Financial Services area to serve as a financial advisor, in a non-voting capacity.~~

3. SUUSA Executive Council

4. Members of the SUUSA Senate

~~c. — SUUSA Graduate Senator~~<sup>[TR4]</sup>

~~d. — Two (2) SUUSA Senators selected by the Committee co-Chairs~~

~~e. — SUUSA Vice President of Clubs & Organizations.~~

~~f. — A designated representative from the Residence Hall Association (RHA), recommended by RHA.~~

~~g. — A designated representative from the United Greek Council (UGC), recommended by UGC.~~



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- ~~h. — A student athlete from the Student Athlete Advisory Committee (SAAC), recommended by SAAC.~~
  - ~~i. — An international student at large, recommended by the Office of International Affairs.~~
  - ~~j. — An at-large student affiliated with the Center for Diversity & Inclusion (CDI), recommended by the CDI.~~
  - ~~k. — A non-traditional student at large, recommended by Non-traditional Student Affairs office.~~
- ~~ii.iii. The Committee Board must be formed annually by the last-second Friday<sup>[TR5]</sup> in October each year.~~
- ~~iii.iv. All Committee Board members are expected to attend all scheduled meetings with the exception of those members unable to attend due to illness or other campus obligation. Any other exceptions must be cleared by the ~~co-Chairs~~. chair or vice-chair.~~
- ~~iv.v. Members of the Committee Board may be removed and replaced by a two-thirds (2/3) vote of the Committee Board.~~

B-D. Fee Annual Review Process

- i. The Vice President for Student Affairs office will send a Fee Review/Request Form annually to all areas currently receiving a student fee by the last-second Friday of October. The completed form is due back to the Committee Board by the last-second Friday of November. All areas receiving a fee are required to return the Fee Review/Request Form every year unless exempt from review as outlined in this policy.

There will be public campus notification of the annual fee review process. If any areas/departments find it appropriate to request a student fee, they may obtain a Fee Review/Request Form online or from the office of the Vice President for Student Affairs. The Fee Review/Request Forms must be submitted by the last-second Friday ~~in the month~~ of November.

- ~~ii. — All fees are approved for one (1) year periods, except as noted below. Fees can be, and often are, approved multiple years in a row, as long as the~~



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**SUBJECT: GENERAL STUDENT FEE ADVISORY BOARD ~~STUDENT FEE REVIEW~~  
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~~fee is still benefitting students and is accomplishing the intended outcome as outlined in the original Fee Review/Request Form.~~

- ~~1. Exceptions to the one-year approval term include:~~
  - ~~a. Building fees or other fees initiated to fund improvements to student facilities and services through bonded indebtedness or other legally binding debt instruments.~~
  - ~~b. Fees established at the time of construction for 65% of the ongoing operating and maintenance costs of the building, facility, or project.~~

~~iii.ii. Each fee (except those exempted in 3.B.ii.1), whether a new fee or a continuing request, will be reviewed annually by the Committee. The Committee-Advisory Board will review each fee annually and make a recommendation based on the most appropriate course of action. The Committee-Board will review all fees in at least one (or in some cases all three) of the following ways, depending upon how much information is needed in order to make an informed recommendation:~~

- ~~1. First, all Committee-Board members will review the submitted Fee Review/Request Form. If there are no further questions, a vote will be held and an informed recommendation will be made.~~
- ~~2. If further information is needed to make an informed vote and recommendation, a series of interviews, office visits, and other communications between representatives of the Committee-Board and the requesting area will be conducted. If there are no further questions, an informed vote will be had and a recommendation will be made.~~
- ~~3. If further information is still needed to make an informed vote and recommendation after option 1 and 2, the Committee-Board may request a formal presentation by the requesting area at an Advisory Board-Fee-Committee meeting. After listening to the presentation, the Committee-Board will hold a vote and make a recommendation.~~



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- iii. With help from the designee from Financial Services, the Board shall review University enrollment impact on general student fee revenue, examine whether each general student fee may be proportionally adjusted with enrollment change, and assess the adequacy of fund balances as allowed in VI.B.
- iv. If a new fee request is made that exceeds \$10 |~~TR7~~| a semester, or if an area with an existing fee requests an increase in excess of \$10 a semester, the Board may elect to organize a student vote to allow for the entire student population to weigh in on the request.
  - 1. If a vote is administered, it must be completed before Truth in Tuition hearing, which is typically held in February. Therefore, a decision to move forward with a vote must be made by early January to allow adequate time to educate students on the topic.
  - 2. The decision to put forth a student vote will be made by a majority vote of the General Student Fee Advisory Board.
  - 3. The vote will be organized by Board members and the Office of Student Involvement and Leadership. If necessary, the Office of Institutional Research and the Office of Marketing Communications may be enlisted to assist with the effort.

E. Comprehensive review

- i. In addition to the annual review and beginning in the 2021-2022 academic year, each student fee will receive a comprehensive review every five (5) years. A report of the comprehensive review will be submitted to the Utah Board of Higher Education.

F. Facilities fees

- i. General student fees for facility construction or renovation projects shall conduct a vote of the student body unless the project does not expand the facility's capacity and does not exceed \$10,000,000.



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- ii. Currently enrolled students shall be notified of the proposed facility fee at least 30 days prior to a vote and provided the following information regarding the purpose and amount of the proposed fees:
  - 1. Details of the proposed facility and estimated costs for construction
  - 2. The projected amount of the general student fee needed to fund the debt service for the cost of facility construction or renovation
  - 3. The estimated length of debt service
  - 4. The estimated costs, over the life of the facility, for the operation of the facility, including operation and maintenance and capital improvements
  - 5. The project amount of the general student fee to cover the cost of facility operation.
- iii. A majority of voting students must vote in favor of the proposal in order to move it forward to the board of trustees.
- iv. Fees established for constructing or renovating a student-approved facility shall be repealed by the beginning of the academic year after bond obligations end. Fees created or adjusted for a student-approved facility operation may continue and shall be annually reviewed and adjusted according to the outlined procedures.

G. Student fee recommendations and approval

- iv.i. The ~~Committee~~ Advisory Board has the option to recommend either increasing or decreasing a fee amount, unless the fee is exempted from adjustment as outlined in ~~3-B-ii-IV.F.~~ Additionally, debt covenants include provisions to automatically increase fees by the amount necessary to meet debt service payments in the event a shortfall in funding occurs.
  - 1. If the ~~Committee~~ Board is considering decreasing a fee amount, the ~~Committee~~ Board will allow for the area receiving those fees to present to the ~~Committee~~ Board to justify the need for the current fee prior to the final vote on reducing or removing their fee.



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- ~~v.ii.~~ A Committee-Board recommendation must pass by a two-thirds (2/3) majority of the quorum. A quorum consists of at least seven (7) voting Committee-Board members.
- ~~1.~~ Committee-Board members are expected to form an opinion and vote on each motion and fee. Votes of “abstention” will not be recognized and the votes will either pass or fail based on a 2/3 majority of the remaining voters.
- ~~vi.~~ If a new fee request is made that exceeds \$10 ~~[TR8]~~ a semester, or if an area with an existing fee requests an increase in excess of \$10 a semester, the Committee may elect to organize a student survey to allow for the entire student population to weigh in on the request.
- ~~1.~~ If a survey is administered, it must be completed by mid February. Therefore, a decision to move forward with a survey must be made by mid January to allow adequate time to educate students on the issue.
  - ~~2.~~ The decision to put forth a student survey will be made by a majority vote of the Student Fee Committee.
  - ~~3.~~ The survey will be organized by Committee members and the Office of Student Involvement and Leadership. If necessary, the Office of Institutional Research and the Office of Marketing Communications may be enlisted to assist with the effort.
- ~~iii.~~ The Fee CommitteeAdvisory Board must complete their review of all fees by the last day of second Friday in February. After the Committee-Board completes its yearly fee review process, a recommendation letter, regarding general student fees, will be sent to the SUU President’s Council, before Spring Break. Final fee recommendations from the President’s Council are forwarded to the SUU Board of Trustees and then to the State Board of Regents for their respective review and approval.
- ~~iv.~~ Currently enrolled students shall be notified of the general student fees proposal and the date, time, and location of a student hearing on the proposal. This hearing is typically held in conjunction with the annual ~~€~~Truth in €~~Tuition~~ hearing.



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~~vii.v.~~ Fee recommendations from the President's Council are forwarded to the SUU Board of Trustees and then to the Utah State Board of Higher Education for their respective review and approval. Ultimate responsibility for approving general student fees continues to reside with the Board of Higher Education. In order for a fee to go into effect, it must be approved by the President's Council, SUU Board of Trustees, and the State Board of Regents. Once all these levels of approval have been met, the requesting areas will be notified of acceptance, adjustment, or denial of their request.

~~viii.vi.~~ Fees go into effect at the beginning of the summer semester each year.  
next fiscal year, typically starting on July 1. ~~[TR9][TR10]~~

~~E.H.~~ Fee Compliance

- i. The use of student fees will ~~be in compliance~~ comply ~~be subject to~~ with applicable federal, state and university rules, regulations, laws, policies and procedures.

~~D.I.~~ Records

- i. All Fee Request/Review Forms, recommendation letters from the Committee Board to the President's Council, and Committee Advisory Board meeting minutes will be maintained by the Vice President for Student Affairs office.

J. Restrictions

~~E.~~ Student fees should not generally may not be used to fund for ~~;~~

- i. programs or services that should reasonably ~~can~~ be supported by state appropriations, tuition, or auxiliary funds.
- ii. ~~capital expenditures~~ ~~[TR11]~~ facilities, except as allowed in section IV.F.
- iii. direct instructional costs.  
~~academic support.~~

~~iii.iv.~~ general administrative expenses.



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F. ~~Student fees may be used for student clubs and organizations.~~  
Nevertheless, such funding to student clubs and organizations should not be  
appropriated directly but rather through SUUSA's processes.



POLICY NUMBER: 12.2

SUBJECT: Name, Image, and Likeness Policy ~~[TEMPORARY]~~

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## I. PURPOSE

Due to recent changes in NCAA regulations, this Policy is set out to provide parameters under which Student-Athletes may earn Compensation for the use of their Name, Image, and Likeness (NIL). The Policy provides guidelines for how Southern Utah University (SUU) will monitor those activities and entities with whom Student-Athletes engage in business activities.

Additionally, the policy includes restrictions placed on those employed by the University and related to Student-Athlete NIL Activities.

Finally, the policy will state how a Student-Athlete is to disclose NIL Activities in which they plan to participate.

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## II. REFERENCES

- NCAA Bylaws
  - Southern Utah University Policy 5.43 *Licensing and Use of University Name and Trademarks*
  - Southern Utah University Policy 11.2 *Student Conduct Code*
- 

## III. DEFINITIONS

- A. **Booster:** A Booster is a “representative of the institution’s athletics interests” that is an individual, independent agency, corporate entity (e.g., apparel or equipment manufacturer), or other organization who is known (or who should have been known) by a member of the institution’s executive or athletics administration to:
1. Have participated in or to be a member of an agency or organization promoting the institution’s intercollegiate athletics program;
  2. Have made financial contributions to the athletics department or to an athletics Booster organization of that institution;
  3. Be assisting or to have been requested (by the athletics department staff) to assist in the recruitment of prospective Student-Athletes; or
  4. Be assisting or to have assisted in providing benefits to enrolled Student-Athletes or their family members.
- B. **Compensation:** Compensation is any payment (money or other goods, services, trade, etc.) for provided services or goods. Student-Athletes may be paid for work performed at a rate commensurate to Market Value for similar activities. Additionally, Compensation may not be provided as a Recruiting Inducement or grant-in-aid expenses.

- C. **Institutional Mark:** An Institutional Mark is any protected name or identifying mark (e.g., logo, seal, protected verbiage) ordinarily requiring licensing by the University prior to commercial use.
- D. **Institutional Staff:** Institutional Staff includes any employee of SUU (full- or part-time basis) and/or contracted entities.
- E. **Market Value:** Market Value is a rate of Compensation to a Student-Athlete for the use of their Name, Image, and Likeness (NIL) based on a current and open market.
- F. **Name, Image, and Likeness Activities (NIL Activities):**
1. An NIL Activity is any activity in which a prospective Student-Athlete or Student-Athlete's name, image, likeness, or personal appearance is used for promotional purposes by a non-University entity.
  2. Examples of how Student-Athletes could use their Name, Image, and Likeness for Compensation (not an exhaustive list):
    - a. Create and promote their own business;
    - b. Promote a corporate entity (e.g., brand ambassador, social media influencer);
    - c. Establish their own camp/clinic (but outside SUU facilities);
    - d. Personal appearance; and
    - e. Autograph session.
- G. **NIL Third-Part Consultant:** An NIL Third-Part Consultant is a platform the University procures to help educate the Student-Athlete on NIL Activities and provides a product, which permits a Student-Athlete to disclose their ~~his or her~~ activities for University review and tracking. SUU has engaged with a Third-Part Consultant and platform for this purpose.
- H. **Professional Service Provider:** A Professional Service Provider is an individual who provides services to an individual regarding their name, image and likeness. It includes, but is not limited to, an agent, tax advisor, marketing consultant, attorney, or anyone who is employed or associated with such persons. University employees may neither act in this capacity nor identify those who could act in this capacity for Student-Athletes. Those acting in this capacity must carry the appropriate certification under Utah law.
- I. **Recruiting Inducements:** Recruiting Inducements are arrangements or other direct or indirect method to give or offer to give a prospective Student-Athlete or their family that is not expressly permitted by NCAA regulations.
- J. **Team Contract:** A Team Contract is any agreement between a Student-Athlete and the University that could impact the Student-Athlete's eligibility to participate in an intercollegiate sport, including, but not limited to, scholarship agreements or participation agreements (e.g., team rules).

1. A University Team Contract shall not prevent a Student-Athlete from using their name, image, or likeness for a commercial purpose when the Student-Athlete is not engaged in official team activities.

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#### IV. POLICY

##### A. Permissible University Uses of a Student-Athletes' Name, Image, and Likeness (NIL)

1. The University, the NCAA, and associated athletic conferences may use the name, image, or likeness or appearance of a Student-Athlete to generally promote or to support activities considered incidental to the Student-Athlete's participation in intercollegiate athletics (e.g., conference championships, NCAA championships or other NCAA events, activities, or programs) provided the provisions in NCAA Bylaw 12.5.1.1, as amended from time to time, are satisfied.

##### B. Student-Athlete Compensation

1. A Student-Athlete may earn Compensation for the use of their NIL, provided:
  - a. The Compensation is not provided in exchange for athletics performance (e.g., pay-for-play);
  - b. The Compensation (or prospective Compensation) is not provided as a Recruiting Inducement;
  - c. The Compensation is commensurate with Market Value; and
  - d. The Compensation is not provided by or on behalf of University staff.
2. Compensation earned by the Student-Athlete, as allowable under this Policy, will not affect the Student-Athlete's grant-in-aid or athletic eligibility. The University grant-in-aid (including cost of attendance) that is awarded to a Student-Athlete shall not be considered Compensation and shall not be revoked or reduced as a result of a Student-Athlete's earnings through a permissible NIL agreement.
3. Participating in NIL Activities may impact a Student-Athlete's ability to receive grant sums from outside sources (e.g., Pell Grant.) The Student-Athlete should discuss these implications with a SUU financial aid staff member.
4. International Student-Athletes have different implications from NIL Activities. It is recommended that these Student-Athletes first consult with appropriate professionals about the potential impact on U.S. Visa status.
5. Student-Athletes may use photos or videos containing SUU trademarks, logos, service marks, symbols, or other intellectual property for personal brand-building on social media, but not in any NIL Activity.
6. Student-Athletes are subject to the following:
  - a. Academic standards, requirements, and obligations;

- b. Team rules of conduct and other rules of conduct; and
- c. Disciplinary rules applicable to all students at SUU (e.g., Policy 11.2).

C. Parameters for University Involvement/Assistance

1. Neither the University nor a member of its staff, including contractors, coaches, professors, administrators, etc., may be involved in the development, operation, or promotion of a Student-Athlete's business activity. A Student-Athlete cannot compensate a coach or staff member to be involved or assist in any NIL Activity (i.e., social media content, videos/photography, graphics, etc.).
  - a. The following activities are permitted without triggering impermissible University involvement in a Student-Athlete's NIL Activity:
    - i. Providing NIL general educational programing (but not providing advice about a specific situation);
    - ii. Assistance with compliance and disclosure expectations related to the University's compliance obligations.

D. Non-Permissible Name, Image, and Likeness Activities

1. A Student-Athlete shall not receive Compensation for athletics performance or participation or as a Recruiting Inducement to attend the University.
2. A Student-Athlete is prohibited from participating in NIL Activities while engaged in team activities, on or off campus (e.g., signing autographs during a University arranged team meet-and-greet). This includes team travel, photo sessions, community service, and team-building activities.
3. A Student-Athlete is not permitted to sell items provided by the University, including awards and apparel retained by the Student-Athlete, until the Student-Athlete has exhausted eligibility for intercollegiate competition or has become permanently ineligible for competition.
4. Student-Athletes may not endorse or enter into NIL Activities in categories that conflict with NCAA policy, that promote illegal activity or with an entity that promotes illegal activity (based on law applicable in Utah), or any product, substance, or method that is prohibited for use during NCAA athletic competition.
5. Student-Athletes may not use the University's NIL of the University or any of its employees or agents in any NIL Activity. Student-Athletes shall ensure there is nothing that expressly or impliedly indicates an endorsement by the University related to any NIL Activity.
6. A Student-Athlete may not engage in any NIL Activities (nor enter into related contracts) that create a conflict with a University agreement.
7. If a Student-Athlete violates any of these prohibitions, the Student-Athlete is subject to a reduction or cancellation of athletically related financial aid as

disclosed in the Student-Athlete's institutional financial aid agreement and removal from the team, subject to the standard procedures for such reduction, cancellation, and/or removal.

E. Use of Professional Service Provider

1. Student-Athletes may enter into agreements with a professional servicer, provided the entity satisfies any certification necessary under state law.

F. Disclosure Requirements

1. A Student-Athlete must disclose all compensated NIL Activities, prior to the activity occurring, to SUU through its Third-Party NIL Consultant. Student-Athletes are required to disclose the details surrounding the activity (i.e., what the activity includes, when and where the activity will occur, individuals connected to the activity, Compensation, the verbal or written NIL agreement, etc., in the form as set out by the Athletics Department on the Third-Party NIL Consultant platform).
2. Failure to disclose an NIL Activity in advance could lead to eligibility consequences.

G. Involvement of Boosters

1. Boosters may provide Student-Athlete Compensation for NIL Activities provided the following:
  - a. The agreement was not provided to solicit the Student-Athlete's enrollment at the University; and
  - b. The agreement is for work performed.

H. Timing of Activities

1. Students-athletes may not be compensated for any NIL Activities while involved in any team-related activities.
  - a. A Student-Athlete is considered involved in team-related activities if they are in a location due to a team-related purpose (e.g., they cannot sell autographs while travelling for an away-from-home competition).

I. Sanctions

1. Failure to abide by this Policy may result in loss of privileges and other sanctions as necessary, including but not limited to verbal or written reprimand, probation, loss of practice and/or competition privileges, suspension, or dismissal from the program.
2. Failure of staff to abide by this Policy may result in loss of privileges and other sanctions, including but not limited to verbal or written reprimand, probation, suspension, or termination of employment.

N/A Relevant forms can be found on the Teamworks and INFLCR student athlete platforms.

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VI. QUESTIONS/RESPONSIBLE OFFICE

The responsible office for this policy is Office of the President. For questions about this policy, contact the Director of Athletics.

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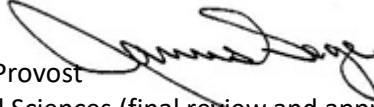
VII. POLICY ADOPTION & AMENDMENT DATES

**Date Approved:** July 19, 2021 [approved as a temporary policy for 120 days; expires on 11/16/2021]

**Amended:** N/A

**MEMORANDUM**

Date: November 3, 2021  
To: SUU Board of Trustees  
From: James Sage, Associate Provost  
RE: R401: B.S. in Geospatial Sciences (final review and approval)



On behalf of Provost Jon Anderson and Dean Frank Hall, we are submitting for your final review and approval a new B.S. in Geospatial Sciences.

This new degree program builds on our successful programs within the fields of Geology, Geography, and Geographical Information Systems (GIS) and addresses important needs within a variety of professions and different types of industries.

As a new degree program, the B.S. in Geospatial Sciences proposal has completed the peer review process by the Chief Academic Officers (CAOs) within USHE. A copy of the Peer Review Report is included below. We are presenting this program to the Board of Trustees as for final review and approval.

Thank you for considering this new program proposal. Please let us know if you have any questions or concerns.



September 30, 2021

Richard Christiansen, Board of Trustees Chair  
c/o Trisha Robertson, Board of Trustees' Secretary  
Southern Utah University  
351 W University Blvd  
Cedar City, UT 84720

Dear Chair Christiansen,

Pursuant to Board of Higher Education Policy R401, attached is the Peer Review Report for the following program, which the Southern Utah University Board of Trustees is to consider in reviewing this program for approval:

- **Bachelor of Science in Geospacial Science**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme", with a stylized flourish at the end.

David R. Woolstenhulme, EdD  
Commissioner of Higher Education

CC: Scott L. Wyatt, President – Southern Utah University  
Jon Anderson, Provost and Vice President for Academic Affairs

## Peer Review Report

**Institution: Southern Utah University**

**Proposed Program: Bachelor of Science in Geospatial Science**

**Date: September 29, 2021**

In accordance with Board of Higher Education policy, Southern Utah University's proposal for a Bachelor of Science degree in Geospatial Science underwent peer review by members of the academic community within the Utah System of Higher Education (USHE). Comments were received by Weber State University, the University of Utah, Salt Lake Community College, and the Commissioner's Office. Institutions support the major proposal, but note this program will be a heavy teaching load for principally two faculty members in the Geography Department at Southern Utah University.

The USHE chief academic officers at degree-granting institutions discussed the proposal during a meeting held on September 22, 2021. No additional issues were raised at the meeting other than worries about faculty teaching load. The proposal is ready for action by Southern Utah University's Board of Trustees.

Attachment: Peer Review Comments

# SEPT PRR - SUU BS in Geospacial Science

[Trina Weller](#)

All Sections

[SUU - R401 - New Program - BS in Geospacial Science.pdf](#)

Actions

**[Steve Hood](#)**

Aug 31, 2021 Aug 31 at 9:52am

[Manage Discussion Entry](#)

SUU BS in Geospacial Science

Staff in the Commissioner's Office have reviewed the proposal for a BS in Geospacial Science at SUU. We thank the University for a thoughtful proposal.

This proposal contains a very fine program description that explains not only the need for the program, but an excellent background on how this area of study has changed markedly in recent years. The labor market study is solid, and the projection on the number of majors and future growth of the program are realistic.

The proposal mentions that there are no new courses that will be required to establish with the start of this major program. One concern that we want to make sure the department has wrestled with is that the program contains 22 possible geography course offerings in this program, but there are only 2 full-time faculty that teach geography. Will there be enough faculty coverage to be able to offer an attractive variety of courses for students who declare this major, and will the faculty be able to keep up with course demand, given that they have responsibilities for three new major programs and an existing Geoscience program? This program does not anticipate having to hire additional full-time faculty for the foreseeable future. At what point will this department need to increase faculty to support four different bachelor's degree programs?

As with the other programs that rely on geology and geography faculty, it is suggested that the programs can be developed without having to increase expenditures to support the major. We are concerned that considerations of supplies and equipment, course coverage, field experiences and other forms of student research support, and staff assistance is going to be needed to adequately support these programs. Are there plans to support this program through additional revenue streams? With all three of these programs, and even with realistic estimates of program growth in these three programs, it can be reasonably expected that 25 to 40 students will quickly need support as they progress in their academic programs. We hope there is the expectation that these programs at some point, are going to need additional revenues to sustain the programs.

## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:24am

### [Manage Discussion Entry](#)

Thank you for sharing this feedback, Steve. There are actually 3 faculty that teach geography, and can help advise these students. Further, the degree will be supported by faculty in other departments, in Biology and in the Humanities & Social Sciences, in particular, that have a large number of faculty members. We are working with affiliated programs to support these interdisciplinary degrees across campus. As the program grows, additional faculty may be required.

This relates partially to the previous comment, in that affiliated programs will help support these degrees, including research support across campus. The Geosciences program has a long history of supporting field experiences using a variety of supplemental funding sources. Further, we do expect that as the programs grow, more resources may be necessary. Ultimately, we have sufficient resources to implement these degree programs, and, as with any new program, success must be demonstrated in student recruitment so that we have a solid foundation for any requests for additional resources.

## [cao@utah.edu](#)

Sep 3, 2021 Sep 3 at 9:46am

### [Manage Discussion Entry](#)

Comments from Department of Geography at UofU:

Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?

Intro physical geography (GEOG 1000) does not appear to be a degree requirement. This course is required for Geography degrees at U of U, Weber St., USU, and UVU, and is seen as foundational within Geography curricula nationwide. Degrees at these four institutions also require some sort of quantitative methods course: GEOG 3020 at U of U, GEOG 3600 at WSU, STAT 1040 or 1045 at USU, STAT 2040 at UVU.

Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.

Three full-time faculty and one part-time faculty will teach the courses to support the degree. I think this is the minimum number of faculty needed to support the new program. Ideally there would be an additional faculty member that would be able to provide a greater breadth of courses, and give some flexibility in case of faculty departure or retirement. I do believe that the faculty can cover the degree requirements as described in the proposal, but the new program is deserving of additional resources to meet anticipated student demand.

Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples

The only transfer issues would be the two curriculum differences pointed out in the first question: students transferring to another USHE program with a Geography bachelor's would be missing GEOG 1000 and a quantitative methods course.

Are there any other concerns not addressed above?

Why does the Geography minor require 1000, 1300, and 1400, but the proposed Geospatial Science major only require 1300 or 1400? I thought the new degree could be better distinguished from the existing GIS certificate. The GIS certificate requires 23 GEOG credits, while the proposed major only requires two more GEOG classes at 30 GEOG credits. Requiring that some number of major electives come from GEOG could help with that.

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## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:25am

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### [Manage Discussion Entry](#)

Thank you for sharing this feedback. GEOG 1000, or a similar GEO introductory course, is included on the proposed degree map, but omitted from the "required course" list because there are multiple options and each would also satisfy the GE requirement. This allows for some flexibility in terms of completion of GE requirements and attracting students to the program.

Yes, ideally there will be more faculty to support the degree, but we would need to prove need by increasing enrollment in the degree first. Ultimately, we have sufficient resources to implement these degree programs, and, as with any new program, success must be demonstrated in student recruitment so that we have a solid foundation for any requests for additional resources.

## [Rachel Lewis](#)

Sep 16, 2021 Sep 16 at 2:44pm

### [Manage Discussion Entry](#)

Faculty and academic administrators in SLCC's Natural Sciences Division reviewed this degree proposal and provided the following comments:

1. There are no concerns with the curriculum, or degree standards.
2. I suspect that there will be a fairly quick need to increase faculty numbers because geosciences as a composite major of several earth and social science sub-disciplines, is gaining popularity among students.
3. There is some confusion across the state programs related to environmental degrees. Students appear to be picking various degrees with the actual interest being environmental programs. Coordination across Utah institutions on environmental programs could be an important factor in improving student experiences.
4. SLCC offers a strong GIS component with regional access and excellent transfer to four-year programs, yet this R401 makes no mention of it. Students from SLCC could make strong case for transfer to students to the SUU program and an SUU partnership in geospatial sciences would be a welcome exploration.

Jonathan Barnes, MS; Associate Dean

I approve of the proposed degree but have a few comments or concerns:

- The discipline of geography is evolving to more of a spatial data science and STEM discipline. SUU does an excellent job stating this in their justification and career opportunities.
- The Geographic Information Science program at SLCC has a strong articulation agreement with the University of Utah. We will soon have agreements in place with USU, Weber, and UVU. I would like to see articulation conversations and an agreement between SLCC and SUU. SLCC already offers GEOG 1300 and GEOG 1400, which are required courses for the Geospatial Science degree at SUU. We also have a strong GIS program, where potential articulations could be considered using a 2000-3000 articulation model we have with the UoU.

R. Adam Dastrup, MA, GISP  
Professor, Geosciences Department, SLCC  
Senior Researcher, National Geotech Center for Excellence

## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:26am

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[Manage Discussion Entry](#)

Thank you for sharing this feedback, Rachel. Articulation discussions will need to continue and agreements will enhance the support of both institutions' missions. As the degree grows at SUU, we will see where student interests and needs are and highlight those in any curriculum adaptations and articulation agreements.

**Eric Amsel**

Sep 19, 2021 Sep 19 at 9:01am

[Manage Discussion Entry](#)

The proposal was sent for review to Dr. Michael W. Hernandez (Director, Northern Utah Geospatial Technology Education Program (NUGeoTec), Department of Earth and Environmental Sciences), Dr. Ryan J. Frazier, Ph.D. (NUGeoTec, and Departments of Earth and Environmental Sciences, and Geography, Environment, & Sustainability). They enthusiastically support the program and offered the following comments:

3. The proposed curriculum covers the standard geospatial curriculum found at both USHE schools (including WSU) and nationwide. One important course, GEOG 4500 – Geospatial Research Project (Capstone Project), provides a summative high-impact CURES experience that will help prepare students for the workforce by having them complete real-world geospatial projects from start to finish. The remaining three required courses are appropriate foundational geography subjects for this degree. There are a plethora of courses for the 20 hours of degree-specific electives offered across 11 programs that will allow students to tailor their education to key competencies desired in the geospatial workforce.
4. Resources are in place to offer a good quality program of study that currently supports the GIS Certificate Program. A dedicated GIS Lab with computers, field instruments, and the required geospatial software adequately supports student learning (both in courses and research). The one concern we have is the heavy teaching load predominantly handled by two full-time tenure-track faculty and one adjunct faculty member. However, after reviewing the current course offerings, it appears they are already teaching all the geospatial courses proposed in the program curriculum. They have also worked out a plan with other departments to help with teaching. This will help them develop a new General Education introductory geospatial technologies course (Computer Literacy area) which they believe will help recruit new students. The GES Department at WSU has a similar introductory course with good enrollments. While there is a sustainable plan for the new degree, they are still stretched thin, and another instructor could help with recruiting and sustainment.
5. There are no structural or programmatic concerns about transferring lower or upper-division geospatial courses with WSU. While specific course numbers do

not align (this is an issue across all USHE schools that has not been uniformly addressed to date), we do not see a transfer problem.

6. We have one minor concern. The data behind student demand was lacking, and we thought there should be a better estimate of proposed enrollment based on more targeted data-gathering efforts. We understand that it would be difficult to come up with a specific number but thought their advisory board could help determine local workforce needs and promote the new degree. We think there is great potential for the degree based on what data they provided and not having another 4-year higher education institution with a similar degree in the vicinity. We applaud their efforts to reach out to Dixie State University and Snow College to explore future collaborations.

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## **James Sage**

Sep 21, 2021 Sep 21 at 6:28am

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### [Manage Discussion Entry](#)

We appreciate the comments from the reviewers at Weber State, Eric. The concerns of faculty loads are shared by other reviewers. We do feel comfortable starting the degree with the current faculty numbers, but we expect to need more support as the degree grows. We do expect enrollment growth in the degree and will work to better provide data on projected enrollment.

[Reply](#)

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Southern Utah University

**Proposed Program Title:** Geospatial Science

**Are There New Emphases:** Yes  No

**Names of New Emphases (Separated by Commas):**

**Sponsoring School, College, or Division:** Walter Maxwell Gibson College of Sciences

**Sponsoring Academic Department(s) or Unit(s):** Department of Geosciences

**Classification of Instructional Program Code<sup>1</sup> :** 45.0701

**Min/Max Credit Hours Required of Full Program:** 120 / 120

**Proposed Beginning Term<sup>2</sup>:** Fall 2022

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Changes to Existing Programs or Administrative Units Required (check all that apply, if any):**

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Jon Anderson, Provost \_\_\_\_\_ Date:

I understand that checking this box constitutes my legal signature.

# Utah System of Higher Education Program Description - Full Template

## Section I: The Request

Southern Utah University requests approval to offer the following Baccalaureate degree(s): **Geospatial Science** effective Fall 2022. This program was approved by the institutional Board of Trustees on .

## Section II: Program Proposal

### Program Description

*Present a complete, formal program description.*

Geospatial Science (i.e., Geography) was recognized by the U.S. Department of Education in 2015 as a core academic subject and a STEM discipline, which clearly establishes the discipline's position in the academic world. While "geography" is often misunderstood to mean rote memorization of place names (e.g., capitals and rivers), the discipline and its associated tools (i.e., Geospatial Science) has much more to do with asking 'where' and 'why' questions and solving contemporary social, economic, and environmental problems. Geospatial Science is a 'bridge discipline' that integrates the physical and social sciences through its study of the interconnections between people, places, and environments using a uniquely spatial perspective. Moreover, Geospatial Science provides an interdisciplinary perspective through which one sees the world; it highlights the importance of location and place (i.e., context) in understanding the intersection of contemporary social, economic, and environmental issues. Since everything happens or exists somewhere, Geospatial Science provides an increasingly marketable set of spatial reasoning and spatial analysis skills (namely Geographic Information Systems, or GIS, Geographic Positioning Systems, or GPS, and remote sensing), which collectively involve spatial analysis techniques, asset management, and mapping technologies that are collectively used to support decision-making across a wide range of disciplines and span a wide variety of career paths.

Employment opportunities are strong for students graduating with a Geospatial Science degree. Students who graduate with a Geospatial Science degree have two clear advantages when they are competing for jobs. Firstly, they have the necessary skills for careers that require analytical and critical-thinking skills, written and verbal communication skills, and teamwork skills. Secondly, they have advanced computer and spatial analysis skills, which are acquired through training in a wide array of geospatial technologies. For example, the GIS certificate program at Southern Utah University (SUU) boasts a near perfect placement record in either a career or graduate school. Furthermore, the Bureau of Labor Statistics projects the job market will continue to expand for the Geospatial Sciences (both Geography and GIS) over the next decade, with well-above average starting salaries.

The objective of this proposal is to offer a Bachelor of Science (BS) degree in Geospatial Science at SUU. The purpose of this degree is to offer students a program of study that will provide a solid theoretical foundation plus a marketable set of skills that will effectively prepare them for an intellectually and financially rewarding career with the added potential to make a real difference in the world. More specifically, students will be trained in geographic theory and practice, research methods, spatial analysis, field and laboratory techniques, advanced analytical and problem-solving skills, as well as written and verbal communication skills. The proposed BS degree in Geospatial Science will be offered for students desiring to pursue careers (e.g., geospatial scientist, community planner, K-12 teacher) or continue their education at the graduate level. Through elective courses, the student can choose to focus their studies in the physical sciences, social sciences, and/or geospatial technologies, according to their individual career goals. The BS degree in Geospatial Science will build on the existing GIS Certificate, Academic Geography Minor, and Geography Education Minor.

### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policy312](http://higheredutah.org/policies/policy312)) or, for "out of mission" program requests, the rationale for the request.*

Southern Utah University (SUU) is a regional university, as classified by the Utah System of Higher Education. The university's stated mission is, "SUU is a dynamic teaching and learning community that engages students in experiential education leading

to personal growth, civic responsibility, and professional excellence.” A BS degree with a major in Geospatial Science will enhance the University’s mission. For example, experiential education is a central component of the Geospatial Science degree requirements, with hands-on and community-engaged experiences that contribute to the students’ personal growth, civic responsibility, and professional excellence. Students will also gain writing skills across all geography courses, which also aim to promote creative and critical thinking as well as ethical reasoning skills that are required to appreciate the complexity and interconnectedness of contemporary social, economic, and environmental issues (e.g., climate change, social equity, sustainability) faced by geospatial scientists.

A BS degree with a major in Geospatial Science will provide graduates with strong analytical and problem-solving skills plus information and digital literacy skills. The Geospatial Science degree program provides opportunities to introduce, reinforce, and master the skills that are required to collect, process, analyze, and communicate the results (including maps) using a wide variety of spatial data. The Geospatial Science degree program also provides civic engagement opportunities, which include several local, community-based research projects. Moreover, students will be encouraged to become active in student and community organizations and projects during their academic experience at SUU. Thus, the proposed program is consistent with the University’s mission and the success of the Geospatial Science degree program will be assessed through the quality of the students who are registered in the program.

Not only will a strong Geospatial Science program at SUU help the students who graduate with this degree, the nature this degree will also continue to support and strengthen several other majors across campus. This has been witnessed by the success of the GIS Certificate program, where 100% of the students have been from other majors. Other disciplines have long recognized how valuable Geospatial Science tools and techniques are within their own disciplines, which is the reason why they are sending their students to complete Geography and GIS courses in order to acquire those skills.

### **Section III: Needs Assessment**

#### **Program Rationale**

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

Geospatial Science (i.e., Geography) is currently listed as a core academic subject by the U. S. Department of Education. As such, it is essential for every student in the United States. This fact is recognized by at least one major university, the U.S. Military Academy at West Point, where every student (cadet) is required to take an introductory geography course. Geography is also recognized as a STEM discipline by the Department of Homeland Security.

A BS degree in Geospatial Science will help SUU fulfill its stated mission by expanding the University’s curriculum. It will provide access to a broader range of opportunities in higher education and wider access to employment opportunities for graduates, especially within SUU’s service area. Currently, there is no USHE Geospatial Science bachelor’s degree program in SUU’s service area. A Geospatial Science degree at SUU will remedy this deficiency.

Because Geospatial Science is a fundamental academic discipline and an important STEM field, the field fits with SUU’s strengths, one of which is its growing international contingent in the student body. Also, a Geospatial Science degree will also link with other disciplines in the Department of Physical Science (e.g., biology) and the Walter Maxwell Gibson College of Science. Strong ties also exist between Geospatial Science and social science disciplines (e.g., economics, anthropology, criminal justice), because the geospatial sciences provide a unique perspective and set of tools that ‘bridge’ the physical and social sciences.

#### **Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Demand for Geospatial Science professionals is expanding; there are employment opportunities in community and

environmental planning, business geomatics, natural resource management, geography and geospatial technology education, geospatial analysts, crime analysts, and many others. In fact, there is an increasing variety of professional careers that require the ability to collect, process, analyze, and communicate spatial information to support real world decision making. Geospatial scientists are specifically trained in these skills and, thus, are well prepared to pursue a wide variety of careers. For example, according to the North American Industrial Classification System (NAICS), geospatial scientists pursue rewarding careers in education, consulting, resource management (e.g., mining, oil and gas, forestry), agriculture (e.g. precision agriculture), real estate, health care, public administration, transportation, scientific and technical services, to name a few.

The labor market demand for geospatial scientists remains strong. The Bureau of Labor Statistics (2019), projects 4% growth in demand for Geospatial Scientists, and 15% for GIS professionals between 2019 and 2029. Likewise, P&S Market Research indicates that increased availability of spatial data, increased use of enterprise geographic information system (GIS), and surging demand for GIS-based solutions for location-as-a-service (LaaS) platforms are the primary reasons for the global GIS market is projected to experience a compound annual growth rate of 12.1% between 2020 and 2030. Furthermore, the Bureau of Labor Statistics (2019) reports GIS professionals are expected to earn a median salary of more than \$65,000 and Geographers are expected to earn a median salary of over \$81,000. So, not only are employment opportunities very promising, but also these jobs pay much higher than average salaries. Moreover, a four-year college degree is sufficient for entry-level employment. Past experience has also proven that employment opportunities in these fields are excellent for SUU's graduates with GIS experience and certification. Fortunately, the proposed BS in Geospatial Science can capitalize on the proven success of the well-established GIS Certificate Program here at SUU, which has placed nearly 100% of its graduates over the past 15 years in either professional careers or graduate school.

## **Student Demand**

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Student demand for a Geospatial Science degree at SUU appears high. Several methods have been used to measure student demand. First, there has been rapid and unprecedented growth in General Education Geography courses over the past five years. There is one Physical Science GE course offered (i.e., Physical Geography) and two Social Science GE courses offered (i.e., Human Geography and World Regional Geography). The two Social Science GE courses are offered twice as often as they had been, and their enrollments have significantly increased over a short period of time. More dramatically, the Physical Science GE course, Physical Geography (GEOG 1000), only six years ago was offered once every other year, and it was only about half-full. Once the course was offered every semester (four times as frequently), the course has regularly been at or near capacity. For the past couple years, three sections Physical Geography are offered per semester, and they are regularly at or near capacity. This rapid and tremendous increase in enrollment is clear evidence of a demand for geospatial science classes, which has the potential to translate into a demand for a BS degree with a major in Geospatial Science.

For the past few years, students in the General Education courses have been surveyed about their level of interest in the proposed Geospatial Science major. Results suggest about 10 students per year have indicated they would either "definitely" or "probably" enroll in a Geospatial Science program. Furthermore, students who wanted to major in Geospatial Science and remain at SUU have chosen to complete a Bachelor of Interdisciplinary Studies (BIS) degree with Geography as a major component of their degree. Other students have completed the BIS degree to help satisfy the GIS Certificate requirements. These students would have likely been Geospatial Science majors if the degree had been offered.

Several other techniques have been used to measure interest in a proposed Geospatial Science degree program. Anecdotally, several students who declared minors in Geography have expressed an interest in becoming majors. Many of the Social Science Composite degree students and GIS Certificate students have also expressed that they would transfer to the Geospatial Science major. Furthermore, the Advanced Placement Human Geography teacher at a local high school has indicated that, every year, there are four or five of his students that have expressed that they would enroll in the Geospatial Science degree program if it existed at SUU. Moreover, there is a USHE expectation to create an introductory Geospatial Technologies (GIS, GPS, and remote sensing) course and offer it as a General Education course in the Computer Literacy area. This course would inspire greater interest and foster enrollment in the proposed Geospatial Science program. Finally, unofficial discussions have been held with many students over the years who have requested information on a Geospatial

Science degree program. However, it is difficult to accurately measure the level of interest, because many of the students who would enroll in a Geospatial Science program at SUU do not make contact with us and choose a different university, but we know that they exist.

### **Similar Programs**

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

The following USHE institutions offer Geography degree programs: University of Utah (BS, BA, MS, PhD), Utah State University (BS, MS), Weber State University (BS, BA), and a relatively-new program at Utah Valley University (BS). Dixie State University, the only other four-year institution in the USHE System, has no program nor plans to establish one, but has recently expanded its GIS offerings. Brigham Young University (a private university) in Provo also offers a BS degree in Geography. Estimates of enrollment and graduation rates for the USHE programs offering Bachelor's degrees are, based on each institution's published statistics, as follows: University of Utah 84 majors enrolled, 38 graduates annually; Utah State University 24 enrolled, five graduates annually; Weber State University 52 students, 18 graduates annually. Utah Valley University estimates that there will be 180 students enrolled in the department and 17 graduates annually. However, it appears from their documents this includes all Earth Sciences (Geography, Geology, and Environmental Science).

Other bachelor's degree programs in Geography (i.e., Geospatial Science) in the Intermountain region include Arizona (three institutions), Colorado (eight institutions), Idaho (three institutions), Montana (two institutions), Nevada (one institution), and New Mexico (two institutions). It is interesting to note that the nearest major institution to Cedar City, the University of Nevada at Las Vegas, does not offer a Geography or Geospatial Science degree. Therefore, a huge gap exists between Provo and Los Angeles without a program of this type. SUU seeks to fill this void.

### **Collaboration with and Impact on Other USHE Institutions**

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higher.utah.org/policies/policy315/](http://higher.utah.org/policies/policy315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

Southern Utah University is unique in its mission and service area from all other USHE institutions. As a regional comprehensive residential university, SUU's student population differs from other schools. SUU offers unrivaled access to experiential field learning and research opportunities due to our location in southern Utah. SUU has partnerships with Bryce Canyon and Zion National Parks and Cedar Breaks and Pipe Springs National Monuments. These partnerships, called "Alliances for Education," will be strengthened by the participation of the SUU Geospatial Science program.

Students will be recruited from the existing SUU student population and from high schools within our service area. We are optimistic that the addition of the Geospatial Science degree will attract more interest and students from surrounding states, particularly from southern Nevada, and western Colorado, where comparable programs do not exist. Recruiting efforts will be directed toward those areas also.

Because modest enrollment is anticipated in the program during its initial years and the fact that SUU's service area differs from those of the northern USHE institutions (Utah, USU, Weber, and UVU), no negative impact on the Geospatial Science (i.e., Geography) programs at those institutions is anticipated. On a positive note, the SUU program will provide additional students to the graduate programs at the University of Utah and Utah State University.

The existing SUU GIS Certificate program will become a significant and indispensable part of the new Geospatial Science degree. The Geospatial Science degree program will seek opportunities to collaborate with the fledgling introductory GIS programs at Dixie State University and Snow College, such as sharing teaching resources and establishing transfer agreements. Students from these programs will be recruited to join the SUU Geospatial Science degree program once they have completed their studies at those institutions. This will help support the growth of these programs at all three institutions located in the southern part of the state.

## External Review and Accreditation

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

The GIS Certificate Program has an advisory board consisting of local GIS professionals who meet periodically. Their input has been valuable in organizing the structure of the certificate program. The certificate curriculum will become part of the Bachelor's degree in Geospatial Science.

## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

A minimum grade of "C" (2.0 or above) must be earned in each course before it can be counted in a Physical Science major or minor, or as a prerequisite for any other course. 120 credits are required for graduation from the University. Depending on which courses students choose for their General Education requirements, at least 52 credits are required for graduation, plus free electives to total 120 credits. In some cases, students might choose to apply required major courses toward General Education, in which case the number of free electives will increase.

### Admission Requirements

*List admission requirements specific to the proposed program.*

Requirements for admission to the University apply to the Geospatial Science degrees. No specific requirements exist for admission to the Geospatial Science degree programs beyond appropriate prerequisites for specific courses.

### Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The Geospatial Science program will be housed within the Department of Physical Sciences at SUU. The BS degree in Geospatial Science will build on the existing GIS Certificate, Academic Geography Minor, and Geography Education Minor. The addition of the Geospatial Science degree will require no additional administrative structures nor additional faculty.

### Faculty

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

Currently the Geospatial Science program has two full-time and one part-time faculty members. Professor Maxwell will continue

to teach many of the Geospatial Technology courses, including the GPS and GIS courses. Professor Spinney teaches technology courses (Cartography and Remote Sensing) and all remaining geography courses. Demand for geography courses has increased significantly over the past few years. To accommodate the increased demand for geography courses, Professor Merrell, who is a local high school geography teacher, has been teaching online sections of Physical Geography, which is a General Education course. With rescheduling and some help from other departments (e.g., Geology), existing faculty will be able to meet the required demand for courses that satisfy the BS degree in Geospatial Science.

## **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

Existing administrative staff in the Department of Physical Science and College of Science will be sufficient to support this program.

## **Student Advisement**

*Describe how students in the proposed program will be advised.*

SUU's Student Success Advisors will advise students as they move through the Geospatial Science degree program. No additional academic advising resources are required. Communication with advisors from the College of Humanities and Social Sciences will occur, due to the social science component of Geospatial Science.

## **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

No new library resources, beyond the addition of a few discipline-specific resource works.

## **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

# **Section VI: Program Evaluation**

## **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The following program goals are established for the Geospatial Science Bachelor's Degree program.

Program Goal 1: Program Quality and Content. The Geospatial Science degree program at Southern Utah University, will be a leading undergraduate Geospatial Science program in the state of Utah. The content and rigor of the program and the courses offered will meet or exceed that of institutions across the state and nation in terms of overall quality of the undergraduate experience. The program will take advantage of resources exclusively found in Southern Utah in its curriculum development activities.

Assessment of Program Goal 1: The program and its courses will be monitored and compared with those offered at other USHE institutions and at institutions outside Utah to ensure that program breadth and depth meet or exceed other institutions.

Program Goal 2: Enrollment and Recruitment. The number of majors in the Geospatial Science degrees will meet or exceed SUU's total enrollment growth rate (when considering percentage growth). The Geospatial Science faculty will be actively involved in recruitment activities on campus, throughout the university's service area, elsewhere in the state of Utah, and in neighboring states.

Assessment of Program Goal 2: Enrollment growth of students majoring in Geospatial Science will be compared to the enrollment growth of SUU as a whole. The report will be included in the Department of Physical Science's Unit Effectiveness Plan each summer. Recruitment efforts will be tied to this report.

Program Goal 3: Employability. The Geospatial Science program will provide the knowledge and skills required to qualify graduates for entrance into the workforce or graduate school, and graduates will be successful in these efforts.

Assessment of Program Goal 3: The program will maintain contacts with employers and inform students of available opportunities. This will include establishment of advisory boards, maintenance of a jobs available bulletin board, providing information on graduate programs, participation by the faculty in campus job fairs, inviting industry and graduate school representatives to visit campus, monitoring students' post-graduation activities, and related efforts.

## **Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

Skills in Geospatial Science go far beyond rote memorization of geographic facts. The following list of standards, competencies, and marketable skills illustrates the wide and varied content of the discipline and its place as a true problem solver in today's fast-paced world.

Subject area knowledge in the fields of human geography, physical geography, and human-environment interactions (SUU Essential Learning Outcome (ELO) 11.0); Research skills (field and archival), Temporal and spatial reasoning; Critical thinking (SUU ELO 4.0); Problem solving (SUU ELO 13.0); Inquiry and analysis (SUU ELO 8.0); Information literacy (SUU ELO 8.0) Spatial Analysis: Computer skills, including GIS and related technologies; Geospatial technologies, including Cartography, GIS, Remote Sensing, Statistical Analysis. Communication skills that include both Written skills (SUU ELO 2.0, 7.0) and Oral skills (SUU ELO 2.0, 7.0). Moreover, students will learn the ability to connect science to societal issues, which is perhaps the major focus of Geospatial Science.

Justification: These standards, competencies, and marketable skills are listed because they are vital components of any undergraduate program in Geospatial Science. They are transferrable to other disciplines and career paths. Students with these skills will be prepared to make a difference in today's workforce. Of particular importance to the Geospatial Science professional are the skills to inquire, analyze, and communicate, using modern geographic technologies and research skills, which they will be called upon to do almost daily in whatever career path they choose.

Formative Assessments: Several core Geospatial Science courses already include formative assessments for the ELOs listed above. For example, both GEOG 4500 (Capstone Project) and GEOG 3400 (Environmental Geography) requires students to develop an independent and original research project that utilizes inquiry and analytical skills in problem-solving, and present their findings in a formal, professional setting. These may be on-campus events or at regional or national conferences.

Summative Assessment: No standardized exams exist for Geospatial Science at the present time. Summative assessments include assessments for individual upper division courses, including term papers and examinations, and more importantly a capstone project (GEOG 4500) and an exit survey from each graduating student.

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
<b>General Education Credit Hour Sub-Total</b>					<b>4</b>
Required Courses					
+	-	GEOG 1300 OR 1400		World Regional Geography OR Human Geography	3
+	-	GEOG 2900		GPS Theory, Techniques, and Methods	2
+	-	GEOG 3110/3115		Intro to Remote Sensing/Remote Sensing Lab	4
+	-	GEOG 3400		Environmental Geography	3
+	-	GEOG 3500/3505		Cartography/Cartography Lab	4
+	-	GEOG 3550/3555		Principles of GIS/Principles of GIS Lab	5
+	-	GEOG 3600		Geography of Utah	3
+	-	GEOG 4150		Advanced GIS Analysis Methods Lab	3
+	-	GEOG 4500		Geospatial Research Project (Capstone Project)	3
<b>Required Course Credit Hour Sub-Total</b>					<b>30</b>
Elective Courses					
+	-			Complete 20 Credits from the Following:	
+	-	AGSC 3660/3665		Soils/Soils Lab	4
+	-	AGSC 3700/3705		Irrigated Soils/Irrigated Soils Lab	4
+	-	BIOL 2500		Environmental Biology	3
+	-	BIOL 3030/3035		Ecology/Ecology Lab	4
+	-	CCET 2240/2245		Plane Surveying and GPS/Surveying Lab	4
+	-	CCET 2620		3-D Design	3
+	-	CCET 3240/3245		Advanced Surveying/Advanced Surveying Lab	4
+	-	CCET 3670		Civil Design	3
+	-	CS 1400		Fundamentals of Programming	3
+	-	CS 3200		Database Design and Management	3
+	-	CSIS 1040		Intro to Programming with Matlab	3
+	-	CSIS 1300		Intro to Python	3
+	-	GEO 3010/3015		Environmental Geology/Environmental Geology Lab	4
+	-	GEO 3170/3175		Oceanography/Oceanography Lab	4
+	-	GEO 3610/3615		Hydrology/Hydrology Lab	4
+	-	GEOG 2920		Workshop	1
+	-	GEOG 3220/3225		Weather and Climate/Weather and Climate Lab	4
+	-	GEOG 3300		World Political Geography	3
+	-	GEOG 3350/3355		Geomorphology/Geomorphology Lab	4
+	-	GEOG 3620		Geography of North America	3

		Course Number	NEW Course	Course Title	Credit Hours
+	-	GEOG 3990		Undergraduate Research in Geography/GIS	2
+	-	GEOG 4890		GIS Internship	2
+	-	GEOG 4830		Readings and Conferences	1
+	-	GEOG 4900		Teaching Methods in Geography	2
+	-	GEOG 4920		Geography Workshop	1
+	-	NR 1010		Introduction to Natural Resources Management	3
+	-	NR 3000		Wildlife Ecology and Management	3
+	-	AVTN 1040		Aviation Orientation	1
+	-	AVTN 1100		Private Pilot Ground School	3
+	-	AVTN 1130/1135		Unmanned Aerial Systems Basics/LOS and BLOS Flight Lab	5
+	-	AVTN 1430		Unmanned Aircraft Components, Robotics, and Circuitry	3
+	-	AVTN 2050		Aviation Meteorology	3
+	-	AVTN 2510/2515		UAS Mission Planning and Operations, Photogrammetry & GIS/Lab	5
+	-	RANG 3600/3615		Range Management/Range Management Lab	4
+	-	RANG 4200		Wildland Ecology	3
+	-	SOC 3410		Environmental Sociology	3
+	-	SOC 3800		Urban Sociology	3
Choose      of the following courses:					
+	-			Remaining General Education & Free Electives	66
+	-				
<b>Elective Credit Hour Sub-Total</b>					<b>86</b>
<b>Core Curriculum Credit Hour Sub-Total</b>					<b>120</b>

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

The BS Degree requires 120 credits with a minimum of 40 of these credits must be completed in upper-division courses. The BS Degree in Geospatial Science requires completion of 34 credits in the “Geospatial Science Core,” of which 25 credits are upper division. All students must also complete 20 credits in “approved elective” courses. In addition to the General Education requirement, free electives will be added as needed to bring the total to the 120 credits required for graduation.

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

<b>First Year Fall</b>	<b>Cr. Hr.</b>	<b>First Year Spring</b>	<b>Cr. Hr.</b>
GEO/G 1XXX Geoscience GE Course	4	GEOG 2900 GPS Techniques	2
GEOG 1300 OR 1400 Human Geography	3	ENGL 2010 Intermediate Writing	3
ENGL 1010 Intro Academic Writing	3	INFO 1010 Information Literacy	1
MATH GE Course	4	Humanities GE	3
		Life Science GE	3
		Free Electives	3
<b>Total</b>	14	<b>Total</b>	15
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
Fine Arts GE	3	Social/Behavioral Sciences GE	3
American Institutions GE	3	Major Elective	3
Major Elective	3	Major Elective	3
Free Electives	6	Free Electives	6
<b>Total</b>	15	<b>Total</b>	15
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
GEOG 3500/3505 Cartography/Lab	4	GEOG 3100/3105 Remote Sensing/Lab	4
GEOG 3550/3555 Principles GIS/Lab	5	GEOG 3600 Geography of Utah	3
Major Elective	3	GEOG 4150 Advanced GIS Analysis Lab	3
Free Electives	3	Free Electives	6
<b>Total</b>	15	<b>Total</b>	16
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
GEOG 3400 Environmental Geography	3	GEOG 4500 GIS Capstone	3
Major Elective	3	Major Elective	3
Major Elective	3	Free Electives	9
Free Electives	6		
<b>Total</b>	15	<b>Total</b>	15

### Appendix C: Current and New Faculty / Staff Information

#### Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate		2	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			2
Faculty: Part Time with Masters			2
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			

#### Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Erich	Mueller	TT	PHD	University of Colorado	100	
	Jamie	Spinney	TT	PHD	McMaster University	100	
	David	Maxwell	NTT	MS	Manchester Metropolitan University	100	
Part Time Faculty							
	Corey	Merrell	Other	MS	Arizona State University	20	Adjunct

#### Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	0					
# of Majors in Proposed Program(s)	////	5	10	20	30	40
# of Graduates from Department						
# Graduates in New Program(s)	////	0	0	4	7	11
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)						
Other:						
<b>TOTAL PROGRAM EXPENSES</b>	////	\$0	\$0	\$0		
<b>TOTAL EXPENSES</b>		\$0	\$0	\$0		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$0	\$0	\$0		
<b>TOTAL DEPARTMENT FUNDING</b>		\$0	\$0	\$0		
<b>Difference</b>						
Funding - Expense		\$0	\$0	\$0		\$0

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

**Part III: Describe funding sources**

**Revenue Narrative 1**

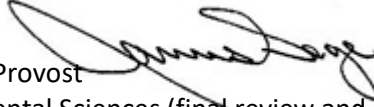
*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

**MEMORANDUM**

Date: November 3, 2021  
To: SUU Board of Trustees  
From: James Sage, Associate Provost  
RE: R401: B.S. in Environmental Sciences (final review and approval)



On behalf of Provost Jon Anderson and Dean Frank Hall, we are submitting for your final review and approval a new B.S. in Environmental Sciences.

This new degree program is inherently interdisciplinary in nature and builds on our successful programs within the natural sciences (broadly construed) and addresses important needs within a variety of professions and different types of industries.

In contrast to the B.A. in Environmental Studies proposal, this B.S. in Environmental Sciences proposal is designed to provide scientific training in a variety of disciplines to help prepare students to contribute to workforce needs in a range of different environmental sciences.

As a new degree program, the B.S. in Environmental Science proposal has completed the peer review process by the Chief Academic Officers (CAOs) within USHE. A copy of the Peer Review Report is included below. We are presenting this program to the Board of Trustees for final review and approval.

Thank you for considering this new program proposal. Please let us know if you have any questions or concerns.



September 30, 2021

Richard Christiansen, Board of Trustees Chair  
c/o Trisha Robertson, Board of Trustees' Secretary  
Southern Utah University  
351 W University Blvd  
Cedar City, UT 84720

Dear Chair Christiansen,

Pursuant to Board of Higher Education Policy R401, attached is the Peer Review Report for the following program, which the Southern Utah University Board of Trustees is to consider in reviewing this program for approval:

- **Bachelor of Science in Environmental Science**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme", with a stylized flourish at the end.

David R. Woolstenhulme, EdD  
Commissioner of Higher Education

CC: Scott L. Wyatt, President – Southern Utah University  
Jon Anderson, Provost and Vice President for Academic Affairs

## **Peer Review Report**

**Institution: Southern Utah University**

**Proposed Program: Bachelor of Science in Environmental Science**

**Date: September 29, 2021**

In accordance with Utah Board of Higher Education policy, Southern Utah University's proposal for a new Bachelor of Science degree in Environmental Science underwent peer review by members of the academic community within the Utah System of Higher Education (USHE). Comments were received by Salt Lake Community College, Weber State University, the University of Utah, and the Commissioner's Office. Institutions are supportive of the program, but there are concerns about the relatively small size of the faculty being relied on to teach in this program. In addition, there were concerns expressed about the curriculum of the major not having enough core courses for institutions to adequately prepare students for transfer to the program and graduate in four years. Finally, there were concerns expressed about the lack of interdisciplinary courses that SUU could integrate into the degree program.

USHE chief academic officers from degree-granting institutions discussed the proposal during a meeting held on September 22, 2021 and there was only one comment raised by the University of Utah in regards to the future need for faculty to be hired for this department. The proposal is ready for action by Southern Utah University's Board of Trustees.

Attachment: Peer Comments

# SEPT PRR - SUU BS in Environmental Science

[Trina Weller](#)

All Sections

[SUU - R401 - New Program - BS in Environmental Science.pdf](#)

## **Steve Hood**

Aug 31, 2021 Aug 31 at 9:51am

[Manage Discussion Entry](#)

SUU BS Environmental Science

This proposed degree program was reviewed by staff from the Commissioner's Office. This is an important program that prepares students for engaging careers in government and industry.

Like many science programs, students who declare a major in this program can easily go over the 120 credit hour threshold generally required for completion of a baccalaureate degree as they complete program and GE requirements. Of particular concern is the fact that this program requires 75 credits of work in major courses, but there are prerequisites to required courses (Geology 1010 and 1210) and there are also prerequisites to some elective courses that are not listed as major requirements. Would it be a good idea to list the prerequisite courses for required courses as also required coursework? This can help students accurately plan their academic coursework to be able to graduate in four years. Geology 1010 and 1210 and 1225 are prerequisite courses, but are not formally figured into the major map. When will students be expected to take these courses to qualify for entry into upper division courses?

The department has done a good job in providing a realistic number of students who will likely declare this major and they have projected gradual but steady growth in the number of majors. It is very likely students will find excellent employment prospects upon completion of this program.

As with the BA in Environmental Studies proposal, this proposal does not immediately plan on introducing any new courses nor expanding faculty. We hope that the faculty are certain that they can take on three new BS programs and still offer courses in a timely manner so students can graduate on time. We realize this is an interdisciplinary program, but this relatively small department has teaching obligations in so many programs, we want to make sure that they have carefully considered faculty load. In addition, any additional program usually incurs added costs for administrative expenses, supplies and equipment, and student research support. Is there sufficient funding to cover the expenses that will grow over time?

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## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:31am

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### [Manage Discussion Entry](#)

Thank you for sharing this feedback, Steve. We understand that the required credit hours are higher than most degrees. This is a result of having required content in an interdisciplinary science degree. Despite the credit counts, we hope that the flexibility of the electives list will accommodate the students' needs and not create bottlenecks. Introductory GEO courses are factored into the degree map. GEO 1220/25 is the only "hidden" prerequisite (for GEO 3610/15), but will likely be removed as the prerequisite for that course in the near future since many students are interested in the class from outside of Geosciences.

We appreciate the concerns of faculty lines and increased expenses related to administering classes and labs. We have started to address these concerns by offering some of the core courses more frequently. Most courses can accommodate 5-10 more students while remaining below the enrollment cap. We anticipate being able to accommodate growth in these courses as the degree is introduced over the next few years without straining the resources. Ultimately, we have sufficient resources to implement these degree programs, and, as with any new program, success must be demonstrated in student recruitment so that we have a solid foundation for any requests for additional resources.

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## [Rachel Lewis](#)

Sep 16, 2021 Sep 16 at 3:05pm

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### [Manage Discussion Entry](#)

Comments provided on the BS degree proposal are the same for the BA degree proposal

We appreciate the opportunity to review this proposal. It seems that SUU has not considered articulation with other USHE institutions, including SLCC. Though we do understand that not many students will transfer to SLCC, some evaluation of articulations within the broader USHE system should be considered and if it has, noted in the documentation.

~ Mary Keleher, PhD; Biology

Division Associate Dean

I reviewed the SUU proposal and while I think the course selection is nice, it suffers from the same problem all the Environmental degrees suffer from. There isn't a core set of lower division course requirements that are common amongst the institutions.

I looked for overlap between the SUU degree and the degrees that they referenced in their articulation section. [On the attachment] I put solid dots on courses that articulate, a question mark by ones that I am not sure about the articulation but there appear to be similar courses, and an open circle in ones that were not included in the other institution's programs which makes it difficult to complete a program-level articulation. It is nearly impossible for our students to design a degree plan that works for all possible transfer institutions because they must make their decision about where they want to transfer and which emphasis they have to take in their first semester.

~ Jessica Berryman, MS; Associate Professor in Biology

## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:35am

[Manage Discussion Entry](#)

Thank you for sharing this feedback from SLCC, Rachel. Our degrees were modeled after those at Weber State (Environmental Science) and Utah State (Environmental Studies), and consist of similar course work with significant options for students to choose courses within the general degree framework. This is consistent with ENVS programs across the United States. Further, the SLCC Environmental Science and Sustainability CP program is directly in line with our course offerings for the ENVS degrees. We look forward to working closely with SLCC to ensure student-friendly transfer pathways are established between our institutions.

[cao@utah.edu](mailto:cao@utah.edu)

Sep 17, 2021 Sep 17 at 9:36am

[Manage Discussion Entry](#)

### **Comments from Environmental & Sustainability Studies Program Director, Brian Codding, PhD**

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?

This is a comprehensive degree that meets the standards of our degree area of a BS in Environmental and Sustainability Studies.

One concern regards the lack of interdisciplinary courses in the required core. This could potentially be resolved by developing and teaching an interdisciplinary course in Environmental Science. The University of Utah offers interdisciplinary coursework on environmental science within the program of Environmental and Sustainability

Studies (e.g., [ENVST2050 \(Links to an external site.\)](#) - Introduction to Environmental and Sustainability Science). While not necessary, the program at SUU may benefit from designing introductory coursework that represents multiple disciplines. But again, this is not necessary.

2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.

Yes, the program will have adequate resources by relying on existing infrastructure and personnel in Department of Physical Science, College of Science, Geography program, and advisors in the SUU student success center.

Two possible concerns:

If the significant growth in ENVST at the University of Utah is any indicator, the program may need to prepare for hiring additional advisors in the future, and expanding existing course sections.

The proposed program faculty profiles indicates that six faculty will be dedicating 100% of their time to this program, however, presumably they will also be contributing to the Geoscience program as well. This could be clarified.

3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples

There are no structural concerns with the degree. The degree map offers a clear path through the program. As noted above, if the major grows at similar rates seen at the University of Utah, the relevant programs may need to increase the number of sections of intro courses to avoid bottlenecks.

4. Are there any other concerns not addressed above?

No additional concerns.

## **James Sage**

Sep 21, 2021 Sep 21 at 6:37am

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### [Manage Discussion Entry](#)

Thank you for sharing this feedback. We agree that an interdisciplinary course would be ideal. As with any new degree offering, we will need to show the need for such a course based on enrollment first. We are confident that student demand will dictate the need for such a course in the near future.

We appreciate the concerns regarding faculty and resources. We have started to address these concerns by offering some of the core courses more frequently. Most courses can accommodate 5-10 more students while remaining below the enrollment cap. We anticipate being able to accommodate growth in these courses as the degree is introduced over the next few years without straining the resources. Ultimately, we have sufficient resources to implement these degree programs, and, as with any new program, success must be demonstrated in student recruitment so that we have a solid foundation for any requests for additional resources.

## **Eric Amsel**

Sep 19, 2021 Sep 19 at 9:24am

### [Manage Discussion Entry](#)

The proposal was sent to Dr. Carie Frantz (Co-Director, Environmental Science Program and Department of Earth & Environmental Sciences) and Dr. Christopher Hoagstrom (Co-Director, Environmental Science Program and Department of Zoology), who support the program. They note that the program mirrors the recently approved WSU program, which has already proved to be popular. They applauded the calculus requirement for the BS program, which is not required in the WSU program.

## **James Sage**

Sep 21, 2021 Sep 21 at 6:38am

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### [Manage Discussion Entry](#)

Thank you for sharing this feedback from Weber State, Eric. The program at Weber State was a big part of the inspiration for the development of this degree. We will plan to keep the calculus requirement in the BS, but will revisit all curriculum requirements periodically to ensure the proper level of effectiveness is maintained.

### [Reply](#)

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Southern Utah University

**Proposed Program Title:** Environmental Science

**Are There New Emphases:** Yes  No

**Names of New Emphases (Separated by Commas):**

**Sponsoring School, College, or Division:** Walter Maxwell Gibson College of Sciences

**Sponsoring Academic Department(s) or Unit(s):** Department of Geosciences

**Classification of Instructional Program Code<sup>1</sup> :** 3.0104

**Min/Max Credit Hours Required of Full Program:** 120 / 120

**Proposed Beginning Term<sup>2</sup>:** Fall 2022

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Changes to Existing Programs or Administrative Units Required (check all that apply, if any):**

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Jon Anderson, Provost \_\_\_\_\_ Date:

I understand that checking this box constitutes my legal signature.

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Southern Utah University requests approval to offer the following Baccalaureate degree(s): Environmental Science effective Fall 2022. This program was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

Of the many diverse fields of study within Geosciences, Environmental Science is among the fastest growing. While deeply rooted within Geosciences, Environmental Science encompasses many skills and careers. While many students with a traditional Geology degree are suitable for careers within the Environmental Sciences, the field is growing and becoming more specialized. Careers in Environmental Sciences require knowledge of not only the physical world (Geosciences - Hydrology, Atmospheric Chemistry, Sedimentology, and Structural Geology among many others), but Biology, Engineering, Chemistry, Policy, Anthropology and much more. A traditional Geology degree at SUU is only preparing students for a small portion of the available jobs in the field. We are proposing a degree plan that would allow students to gain vital skills and knowledge in a variety of fields that would make them better suited for the world of Environmental Science.

The variety of careers dictate that this degree integrates many topics in the STEM fields with Social Sciences. Environmental Scientists are asked to solve problems related to conservation, engineering, water resources, soil & water quality, climate, health & safety, and policies among many others. This degree will focus on the skills and content within Geosciences, but allow students to connect concepts with other disciplines at SUU.

The purpose of this proposal is to offer a Bachelor of Science degree (BS) in Environmental Science. Students will be required to complete a core that consists of Geoscience and Biology courses as well as Chemistry and Math support courses. In addition to the core courses, students will be required to complete Environmental Science Electives that consist of more Geoscience and Biology as well as Chemistry and Agriculture courses. Students will then have the opportunity to choose courses in a variety of subjects that satisfy their interests. These courses may be part of disciplines such as Geology, Geography, Biology, Chemistry, Physics, Computer Science, Agriculture, Anthropology, Political Science, English, Communication, Outdoor Recreation, Psychology, and Sociology. This list may seem exhaustive and daunting, but is meant to represent the range of skill sets and knowledge in the possible career paths of an Environmental Scientist. This degree would complement established degrees in the Geosciences, as well as other STEM degrees on campus.

#### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policy312](http://higheredutah.org/policies/policy312)) or, for "out of mission" program requests, the rationale for the request.*

Southern Utah University (SUU) is a Regional University, as classified by the Utah System of Higher Education. The university's stated mission is, "SUU is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence." A BS degree in Environmental Science aligns very well with the University Mission. The core courses of the degree are housed within the Geoscience, Chemistry, and Biology Programs - programs that focus on experiential learning through lab and field experiences. The elective courses also focus heavily on experiential learning that often mirrors career experiences. The degree will also allow students to explore and engage in the complex environmental issues mentioned in the previous section. These experiences are designed to help students excel in the regional job market by having a degree that focuses on environmental sciences from a variety of lenses. Throughout their coursework at SUU, students will systematically explore complex issues related to the environment by breaking down and analyzing smaller parts in multiple fields of science. Students will be required to evaluate and implement strategies for solving environmental problems. They will need to analyze and solve these problems while collecting and evaluating information individually and in teams. As much of the information will be collected directly, researched in published

papers, or analyzed through computer models, students will have the opportunity to hone many of the essential learning outcomes defined by the university.

The Environmental Science degree is designed to prepare students for the workforce in the best way possible. In doing so, the degree will help strengthen the various disciplines involved in the program. The curriculum will enhance the already strong relationships among the STEM disciplines while offering more opportunities for student recruitment into those fields by showing direct application of the knowledge and skills.

### Section III: Needs Assessment

#### Program Rationale

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

Environmental Science is an emerging high-demand degree in the Geosciences, and is distinct from Geology in its focus on Earth surface processes, including the interaction between the lithosphere, biosphere, and hydrosphere. This interdisciplinary study, rooted in the geosciences, broadens the scope of majors offered to suit national shifts in academic and economic opportunities and to line up with similar programs at other institutions in Utah.

Employment of environmental scientists and specialists is projected to grow 8 percent over the next 10 years according to the Bureau of Labor Statistics. This growth is from much faster than the average for all occupations due to the increased public interest in the hazards facing the environment. Many of these hazards are even more pronounced in the western U.S. As a result many states in the region (Utah, Arizona, Nevada, California, Idaho, and Colorado) are expecting 11-26% job growth in the Environmental Sciences. That increase equates to hundreds of jobs in the Intermountain West, not to mention the thousands of jobs expected annually across the country. As we have seen increased interest in these career paths from our Geology students, we have noticed their disadvantage in the job market due to their lack of experience in the other facets of the industry. Geosciences faculty and CoS administration recognized this need given the student interest and the local, regional, and national job demands.

#### Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

The U.S. Bureau of Labor Statistics (USBLS) outlook predicts 8% job growth (much faster than average) between 2019-2029 for "Environmental Scientists and Specialists" requiring a Bachelor's degree. This translates to 7100 new jobs, as there were 90,900 jobs in this field across the United States in 2019. The median annual wage was \$71,360 for Environmental Scientists and Specialists in May 2019 (or \$34.31 per hour). The Projections Managing Partnership (PMP) operates an integrated, nationwide program of state and local projections ([www.projectionscentral.com](http://www.projectionscentral.com)). For Utah, they project 31% job growth with 130 average annual opening in the category of "Environmental Scientists and Specialists, including Health". For this same category, the Utah Department of Workforce Services (UTDWS) projects a moderate volume of annual job openings; currently (11/5/2020) there are 25 job openings within this category in the Utah DWS system.

A degree in Environmental Sciences (BS) can also prepare students for related positions such as:

Hydrologist: Median salary: \$81,270 (USBLS)

United States: number of Jobs in 2019: 7000; Projected Growth, 2019-2029: United States, 5% - faster than average (USBLS);

Utah: base jobs in 2019: 80, Projected Growth 2018-2028: 12.5%; 10 annual openings (PMP)

Utah: much faster than average employment growth; 10 annual openings (UTDWS)

Natural Sciences Managers: Median salary: \$129,100 (USBLS)

United States: number of Jobs in 2019: 71,400; Projected Growth, 2019-2029: 5% - faster than average (USBLS)

Utah: base jobs in 2019: 1000, Projected Growth 2018-2028: 34%, 140 annual openings (PMP)

Utah: average employment growth with a moderate volume of annual job openings; 20 annual openings; currently (11/5/2020) there are 583 job openings within this category in the Utah DWS system (UTDWS)

Conservation Scientists: Median salary: \$62,410 (USBLS)

United States: number of Jobs in 2019: 36,100; Projected Growth, 2019-2029: 5% - faster than average (USBLS)

Utah: base jobs in 2019: 260, Projected Growth 2018-2028: 11.5%, 30 annual openings (PMP)

Utah: a moderate volume of annual job openings; 20 annual openings; currently (11/5/2020) there are 13 job openings within this category in the Utah DWS system (UTDWS)

## Student Demand

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Evidence of student interest and enrollment projections are based on two methods. First, we have informally collected data regarding student interest by assessing career paths or interests of current and recent students. Roughly 10% of the current majors have expressed interest in a career in Environmental Sciences. A similar percentage of recent graduates have pursued or obtained employment in Environmental Sciences. While it is not a guarantee that these students would have pursued an Environmental Science degree, it is evidence that the interest and need is there to better prepare those wanting to enter that field. In many conversations with students in our general education courses, it has been revealed that they would like to pursue a degree in the Geosciences, but they are already too far along in their degree. We believe that the addition of this degree would add to the marketability of the program and attract more students. These anecdotes only represent students taking classes in our program and do not include potential interest from across campus.

Additionally, we have recently introduced a Bachelor of Arts degree in Geosciences to complement the BS in Geology. Since the introduction of the BA two years ago, we have seen interest and enrollment steadily grow to the current number of 14 students. If we use the recent degree addition as the model, we can expect to see 5-10 students per year as the degree is initially introduced. This degree is a lot more marketable than traditional Geology or Geoscience degrees which should also lead to increased interest and enrollment.

## Similar Programs

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

Most other Colleges and Universities in Utah and the Intermountain West offer some version of a degree in Environmental Science or Environmental Studies. We studied these degree programs and adapted our offerings based on this information and courses available at SUU, and we provide a few examples here. Utah State offers a BS in Environmental Studies that is structured similar to the format of our degree, but with considerably less biology, chemistry, and math. This degree and the University of Utah's Environmental Studies and Sustainability degrees (BA/BS) are more similar to our proposed BA degree. Weber State's new Environmental Science BS is the most comparable to our proposed degree. It similarly requires a strong math, chemistry, and biology foundation along with a set of core courses in Environmental Science. Their degree has 4 sub-categories of elective options, similar to our 3 categories, that focus on the natural sciences and quantitative approaches versus environment-society and natural resources management. As an example outside of Utah, Northern Arizona University offers a BS in Environmental Sciences. The requirements for this degree include a set of core environmental science courses, with additional courses associated with several emphasis areas. As is typical for Environmental Science degrees, there are dozens of electives that students can choose from in all cases.

The growth of these programs at other Universities, and the need at SUU, highlights the importance of this field as ever more issues facing society require a multi-disciplinary understanding of biological and physical sciences, resource management, and human-society interactions. Earth, air, water, and life are vitally connected, and many burgeoning professions and environmental issues focus on this connection. In many cases, multiple Environmental Scientists will be working on different

aspects of these complex problems, from field and laboratory applications, to permitting and project oversight, to working with local, county, and state governments on policy and management decisions. Thus, multidisciplinary degrees that provide a robust foundation in the environmental sciences, but allow for individual student focus, are vital to preparing graduates for a diverse set of job opportunities.

Our BS degree in Environmental Science at SUU compliments the degrees from other regional Universities. In particular, our BS has a strong required foundation in biology, chemistry, math, and geology, where students focus on their area of interest from a subset of natural science-focused courses and environmental-society and resource management courses, allowing for emphasis without strict guidelines. We believe this framework will facilitate student graduation without diminishing the rigor of the academic training. Further, this degree is complementary to our proposed Environmental Studies BA that has a stronger environment-society focus. Our program also requires students to complete a course in Geographic Information Systems (GIS), a vital tool in any environmental field, and to complete a capstone research project resulting in a professional presentation. Thus, we believe graduates from our degree program will have applied experience in the environmental sciences that will provide a step ahead in post-graduate employment opportunities.

### **Collaboration with and Impact on Other USHE Institutions**

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higherutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

Southern Utah University is unique in mission and service area from both Weber State and Utah State University, so we anticipate little impact on other USHE institutions with similar programs. As a regional comprehensive residential university, SUU's student population differs from other Utah schools. SUU also offers unrivaled access to experiential field learning and research opportunities due to our location in southern Utah, particularly within the Environmental Science BS as designed.

### **External Review and Accreditation**

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

SUU has not used external consultants. There is no accrediting body for environmental sciences, so the faculty will not seek special professional accreditation.

## **Section IV: Program Details**

### **Graduation Standards and Number of Credits**

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

A minimum grade of "C" (2.0 or above) must be earned in each course before it can be counted in a Physical Science major or minor, or as a prerequisite for any other course. 120 credits are required for graduation from the University. Depending on which courses students choose for their General Education requirements and which degree path they choose, students may end up with more than 120 credits.

### **Admission Requirements**

*List admission requirements specific to the proposed program.*

Requirements for admission to the University apply to all of the Geosciences degrees. No specific requirements exist for admission to the degree program beyond appropriate prerequisites for specific courses.

## **Curriculum and Degree Map**

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## **Section V: Institution, Faculty, and Staff Support**

### **Institutional Readiness**

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The current Geosciences Program is housed within the Department of Physical Sciences at SUU. The program consists of a BS in Geology, BA in Geoscience, an undergraduate GIS certificate, a Geology Minor, and two Geography minors, which are a geography professional minor and a geography education minor. The addition of the Environmental Science degrees within the Geosciences Program will require no additional administrative structures. The creation of the degree will enhance the delivery of lower-division courses, especially those offered for general education.

### **Faculty**

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

Currently the Geosciences Program has six full-time members. The current faculty are sufficient to introduce this degree. No new classes are being proposed so the only effect will be increased enrollment in existing courses. Our upper-level courses all have the ability to accommodate additional students at this time. Required courses outside of Geosciences are taught frequently enough to avoid curriculum bottlenecks.

### **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

Existing administrative staff in the Department of Physical Sciences and College of Sciences will be sufficient to support this program.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

SUU's Student Success Advisors will advise students as they move through the Geography degree program. No additional academic advising resources are required. Communication with advisors from the College of Humanities and Social Sciences will occur, due to the social science component of Geography.

### **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

No new library resources, beyond the addition of a few discipline-specific resource works.

## Projected Enrollment and Finance

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## Section VI: Program Evaluation

### Program Assessment

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The Program Goals are to 1) Maintain high-quality, engaging content, 2) Recruit students to keep pace with the University enrollment growth, and 3) Prepare students for an ever-changing field and/or graduate studies at top research universities.

Goal 1: The Geosciences Program at SUU already has a record of producing high-quality, engaging content in all classes. The material of each course is designed to highlight the connections between sub-disciplines within the geosciences while allowing students to engage in multiple high-impact practices. With the addition of this degree, we hope to maintain the same level of quality and engagement.

Assessment: The program and its courses will be monitored and compared with those offered at other USHE institutions and at institutions outside Utah to ensure that program breadth and depth meet or exceed other institutions.

Goal 2: We plan to use the Environmental Sciences degree as a marketing tool where students see the importance and relevance of the degree and careers paths. This degree, having a much more specific focus, should bring more students to the Geosciences Program. It is our goal to use research done by Environmental Science students as a recruitment tool.

Assessment: Enrollment growth of students majoring in Environmental Sciences will be compared to the enrollment growth of Geosciences and SUU as a whole. The report will be included in the Department of Physical Science's Unit Effectiveness Plan each Summer. Recruitment efforts will be tied to this report.

Goal 3: The Environmental Science degree will provide the knowledge and skills required to qualify graduates for entrance into the workforce or graduate school, and graduates will be successful in these efforts.

Assessment: The program will maintain contacts with graduate schools and employers and inform students of available opportunities. This will include encouraging students to attend national conferences, inviting industry and graduate school representatives to visit campus, monitoring students' post-graduation activities, and related efforts.

### Student Standards of Performance

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

Standards, Competencies, and Marketable Skills:

- Geologic Field Skills
- Temporal and Spatial Reasoning
- Communication of Science to the Public
- Communication (SUU Essential Learning Outcome (ELO) 2.0)
- Written and Oral Communication Skills
- Connecting science to societal issues
- Research Skills
- Problem Solving (SUU ELO 13.0)
- Inquiry and Analysis (SUU ELO 8.0)
- Analyzing and Interpreting Incomplete Data Sets
- Dealing with Complexity
- Information Literacy (SUU ELO 7.0)
- Critical Thinking (SUU ELO 4.0)

Justification: These standards, competencies, and marketable skills were chosen because they are vital components of any

undergraduate geology program, and they are transferable to many other disciplines and career paths. Students with these skills will be flexible as they adapt to the quickly changing workforce. Of particular importance to the Geosciences BA program is the communication of science to the public. As political gridlock continues to increase, national, state, and local communities need citizens prepared to communicate clearly about best scientific understandings.

**Formative Assessments:** Several core science courses already include formative assessments for the ELOs listed above. Additionally, GEO 4800 Senior Project requires students to develop and utilize research skills in authentic projects. Students then present their results in a public forum, typically at a national conference such as the Geological Society of America Annual Meeting.

Summative assessments include assessments for individual upper division courses, including term papers and examinations, and more importantly a capstone project (GEO 4800) from each graduating student.

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
<b>General Education Credit Hour Sub-Total</b>					<b>4</b>
Required Courses					
+	-	BIOL 1610/1615		General Biology I/Biology I Lab	4
+	-	BIOL 1620/1625		General Biology II/Biology II Lab	4
+	-	BIOL 3030/3035		Ecology/Ecology Lab	4
+	-	CHEM 1210/1215		Principles of Chemistry I/Chemistry I Lab	5
+	-	CHEM 1220/1225		Principles of Chemistry II/Chemistry II Lab	5
+	-	GEO 3010/3015		Environmental Geology/Environmental Geology Lab	4
+	-	GEO 3610/3615		Hydrology/Hydrology Lab	4
+	-	GEO 4800		Senior Project	3
+	-	GEOG 3400		Environmental Geography	3
+	-	GEOG 3550/3555		Principles of Geographic Information Systems/GIS Lab	5
+	-	MATH 1210		Calculus I	4
<b>Required Course Credit Hour Sub-Total</b>					<b>45</b>
Elective Courses					
+	-			Environmental Studies Electives (30 Credits from A & B Total)	

		Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>	LIST A		Minimum of 12 credits from following:	
<input type="radio"/>	<input type="radio"/>	AGSC 3560/3565		Soils/Soils Lab	4
<input type="radio"/>	<input type="radio"/>	BIOL 3060/3065		Genetics/Genetics Lab	4
<input type="radio"/>	<input type="radio"/>	CHEM 3700		Environmental Chemistry	3
<input type="radio"/>	<input type="radio"/>	GEO 3170/3175		Oceanography/Oceanography Lab	4
<input type="radio"/>	<input type="radio"/>	GEOG 3110/3115		Intro to Remote Sensing/Remote Sensing Lab	4
<input type="radio"/>	<input type="radio"/>	GEOG 3220/3225		Weather and Climate/Weather and Climate Lab	4
<input type="radio"/>	<input type="radio"/>	GEOG 3350/3355		Geomorphology/Geomorphology Lab	4
<input type="radio"/>	<input type="radio"/>	RANG 4200		Wildland Ecology	3
<input type="radio"/>	<input type="radio"/>	LIST B		Minimum of 6 credits from following:	
<input type="radio"/>	<input type="radio"/>	AGSC 1010		Agriculture and Society	3
<input type="radio"/>	<input type="radio"/>	ANTH 3500		Ecological Anthropology	3
<input type="radio"/>	<input type="radio"/>	GEOG 1300		World Regional Geography	3
<input type="radio"/>	<input type="radio"/>	GEOG 3600		Geography of Utah	3
<input type="radio"/>	<input type="radio"/>	HSS 1200		Intro to Sustainability Studies	3
<input type="radio"/>	<input type="radio"/>	NR 1010		Intro to Natural Resources Management	3
<input type="radio"/>	<input type="radio"/>	NR 3000		Wildlife Ecology Management	3
<input type="radio"/>	<input type="radio"/>	ORPT 3000/3005		Foundations in Outdoor Recreation/Foundations Lab	4
<input type="radio"/>	<input type="radio"/>	RANG 3600/3605		Range Management/Range Management Lab	4
<input type="radio"/>	<input type="radio"/>	SOC 3410		Environmental Sociology	3
<input type="radio"/>	<input type="radio"/>	POLS 3410		Public Administration	3
<input type="radio"/>	<input type="radio"/>	PSY 3500		Environmental Psychology	3
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>			Remaining General Education & Free Electives	41
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<b>Elective Credit Hour Sub-Total</b>					71
<b>Core Curriculum Credit Hour Sub-Total</b>					120

## **Program Curriculum Narrative**

*Describe any variable credits. You may also include additional curriculum information.*

Students will be required to take four credits from one of the following pairs of General Education courses with a GEO/GEOG prefix:

- GEO 1020/25 Dinosaurs & the History of Life (4)
- GEO 1030/35 Natural Hazards and Disasters (4)
- GEO 1050/55 Geology of the National Parks (4)
- GEO 1090/95 How the Earth Works (4)
- GEO 1110/15 Physical Geology (4)
- GEO 2210/15 Geology of Southern Utah (4)
- GEOG 1000/05 Physical Geography (4)

Additionally, students will need to earn 30 credits from a selection of limited major electives (List A and List B). Of the 30 credits, 12 must be from a focused area of electives (List A) and an additional 6 must be from another focused area (List B).

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

<b>First Year Fall</b>	<b>Cr. Hr.</b>	<b>First Year Spring</b>	<b>Cr. Hr.</b>
GEO/G 1XXX Geoscience GE Course	4	BIOL 1620/1625 General Biology II/Lab	4
ENGL 1010 Intro to Academic Writing	3	CHEM 1210/1215 Principles of Chem I/Lab	5
BIOL 1610/1615 General Biology I/Lab	4	ENGL 2010 Intermediate Writing	3
GE American Institutions	3	INFO 1010 Information Literacy	1
		Free Electives	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>16</b>
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
CHEM 1220/1225 Principles of Chem II/Lab	5	Social/Behavioral Sciences GE	3
MATH 1210 Calculus I	4	Major Elective	3
GE Humanities	3	Major Elective	3
GE Fine Arts	3	Free Electives	6
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
BIOL 3030/3035 Ecology/Lab	4	GEO 3610/3615 Hydrology/Lab	4
GEO 3010/3015 Environmental Geology/Lab	4	Major Elective	3
GEOG 3550/3555 Principles of GIS/Lab	5	Major Elective	3
Free Elective	3	Major Elective	3
		Free Elective	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
GEOG 3400 Environmental Geography	3	Major Elective	3
GEO 4800 Senior Project	3	Major Elective	3
Major Elective	3	Major Elective	3
Free Electives	6	Free Electives	6
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

### Appendix C: Current and New Faculty / Staff Information

#### Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	1	3	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			2
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			

#### Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Jason	Kaiser	T	PHD	Oregon State University	100	
	Grant	Shimer	TT	PHD	University of Alaska Fairbanks	100	
	Erich	Mueller	TT	PHD	University of Colorado	100	
	Jamie	Spinney	TT	PHD	McMaster University	100	
	Casey	Webb	NTT	MS	Brigham Young University	100	
	David	Maxwell	NTT	MS	Manchester Metropolitan University	100	
Part Time Faculty							

#### Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	51	55	60	65	70	75
# of Majors in Proposed Program(s)		5	10	15	20	20
# of Graduates from Department	10	10	10	15	15	15
# Graduates in New Program(s)		0	0	5	10	10
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)						
Other:						
<b>TOTAL PROGRAM EXPENSES</b>		\$0	\$0	\$0		
<b>TOTAL EXPENSES</b>	\$0	\$0	\$0	\$0		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$0	\$0	\$0		
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$0	\$0	\$0		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

**Part III: Describe funding sources**

**Revenue Narrative 1**

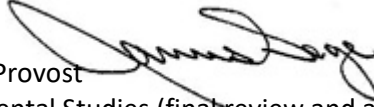
*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

**MEMORANDUM**

Date: November 3, 2021  
To: SUU Board of Trustees  
From: James Sage, Associate Provost  
RE: R401: B.A. in Environmental Studies (final review and approval)



On behalf of Provost Jon Anderson and Dean Frank Hall, we are submitting for your final review and approval a new B.A. in Environmental Studies.

In contrast to the B.S. in Environmental Sciences proposal, his new B.A. in Environmental Studies program in Environmental Studies is designed to offer students an academic pathway leading to a variety of professions, including environmental policy, environmental law, and other fields that require less scientific training and more broad-based education about environmental issues.

As a new degree program, the B.A. in Environmental Studies proposal has completed the peer review process by the Chief Academic Officers (CAOs) within USHE. A copy of the Peer Review Report is included below. We are now presenting this program to the Board of Trustees as for final review and approval.

Thank you for considering this new program proposal. Please let us know if you have any questions or concerns.



September 30, 2021

Richard Christiansen, Board of Trustees Chair  
c/o Trisha Robertson, Board of Trustees' Secretary  
Southern Utah University  
351 W University Blvd  
Cedar City, UT 84720

Dear Chair Christiansen,

Pursuant to Board of Higher Education Policy R401, attached is the Peer Review Report for the following program, which the Southern Utah University Board of Trustees is to consider in reviewing this program for approval:

- **Bachelor of Arts in Environmental Studies**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme", with a stylized flourish at the end.

David R. Woolstenhulme, EdD  
Commissioner of Higher Education

CC: Scott L. Wyatt, President – Southern Utah University  
Jon Anderson, Provost and Vice President for Academic Affairs

## **Peer Review Report**

**Institution: Southern Utah University**

**Program Proposal: Bachelor of Arts in Environmental Studies**

**Date: September 29, 2021**

In accordance with Utah Board of Higher Education policy, Southern Utah University's proposal for a new Bachelor of Arts degree in Environmental Studies underwent peer review by members of the academic community within the Utah System of Higher Education (USHE). Comments were received by Utah Valley University, Salt Lake Community College, Utah State University, the University of Utah, and the Commissioner's Office. While there is general support for the degree program, a common concern expressed was for a relatively small department taking on not just one, but four new programs. In particular, peer institutions shared their concerns that this degree program would be attractive to students and would require additional faculty hires within a few years to meet demand. The USHE chief academic officers at degree granting institutions discussed the proposal during a meeting held on September 22, 2021.

The Board of Trustees is encouraged to carefully consider faculty capacity for this program.

Attachment: Peer Review Comments

# SEPT PRR - SUU BA in Environmental Studies

[Trina Weller](#)

All Sections

[SUU - R401 - New Program - BA in Environmental Studies.pdf](#)

[Actions](#)

**[Steve Hood](#)**

Aug 31, 2021 Aug 31 at 9:50am

[Manage Discussion Entry](#)

SUU, BA in Environmental Studies

Staff in the Commissioner's Office have reviewed this R401 and thank our friends at SUU for a thoughtful proposal.

The justification and labor demand sections of the proposal are supported well. In addition, Appendix D provides an honest assessment of growth of majors in the proposed program, showing a gradual but steady rise in students declaring this major.

The courses associated with this major are compatible with similar majors at other institutions. It is a bit confusing as to how many credits hours of work is actually required for the major. The narrative says 56 credits are required to complete major courses, but in referring to the major map, it seems to suggest that there are 60 hours required to complete the major. It would be helpful to clarify if the 60 hour count from the major map includes prerequisite courses, or perhaps we are not reading the proposal accurately. Whether it is 56 hours or 60 hours, that is a significant time investment for a major program, so clarity on this matter will help students plan accordingly.

The proposal notes that no new courses are required for this major. Even though no new courses are needed to offer this program once it begins, the proposed budget does not include any increased costs to the department. We are wondering if this will be possible, given that a program like this requires field studies, perhaps increased lab time, all of which cost money. It would be helpful to have some comment on this matter of funding.

Environmental Geology is a required course in the program, but it does have a prerequisite. Are there other courses that are required that have prerequisites? A major like this that requires 60 hours to graduate but also has prerequisite courses that must be completed in order to take required courses creates difficulties for

students to complete in a timely fashion. It is common for science programs to have 60 credits or more, but if you look at SUU's Chem and Bio programs, they do list the prerequisite courses as part of the major requirements, which is a needful disclosure to perspective students.

With three new programs being planned in this department, will the number of full-time faculty be sufficient to support all three majors? We assume that the overlap in courses helps, but we want to make sure that courses can be offered on a regular basis so students do not experience road blocks to completion and overwork already busy faculty.

[Reply](#)[Reply to Comment](#)

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## **James Sage**

Sep 21, 2021 Sep 21 at 6:40am

[Manage Discussion Entry](#)

Thank you for sharing this feedback, Steve. We appreciate the concerns raised regarding faculty lines and increased expenses related to administering classes and labs. We have started to address these concerns by offering some of the core courses more frequently. Most courses can accommodate 5-10 more students while remaining below the enrollment cap. We anticipate being able to accommodate growth in these courses as the degree is introduced over the next few years without straining the resources. Ultimately, we have sufficient resources to implement these degree programs, and, as with any new program, success must be demonstrated in student recruitment so that we have a solid foundation for any requests for additional resources.

The concern of "hidden" prerequisites is valid and we will work to address those issues. Introductory GEO courses are factored into the degree map and account for the majority of prerequisites for upper level GEO courses. Environmental Geology has only one prerequisite, which is an introductory course. This course is included in the Degree Map. GEO 1220/25 is the only "hidden" prerequisite (for GEO 3610/15), but will likely be removed as the prerequisite for that course in the near future since many students are interested in the class from outside of Geosciences.

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## **Rachel Lewis**

Sep 16, 2021 Sep 16 at 3:06pm

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[Collapse Subdiscussion](#) James Sage

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## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:42am

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[Manage Discussion Entry](#)

Thank you for sharing this feedback (same as the Environmental Science proposal). We offer the same response here to those comments: Our degrees were modeled after those at Weber State (Environmental Science) and Utah State (Environmental Studies), and consist of similar course work with significant options for students to choose courses within the general degree framework. This is consistent with ENVS programs across the United States. Further, the SLCC Environmental Science and Sustainability CP program is directly in line with our course offerings for the ENVS degrees. We look forward to working closely with SLCC to ensure student-friendly transfer pathways are established between our institutions.

[cao@utah.edu](#)

Sep 17, 2021 Sep 17 at 9:34am

[Manage Discussion Entry](#)

**Comments from Environmental & Sustainability Studies Program Director, Brian Codding, PhD**

2. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty - specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?

This is a comprehensive degree that meets the standards of our degree area of a BA in Environmental and Sustainability Studies.

One concern regards the limited diversity of disciplines represented in the core required courses; while not in any way required, the program may consider replacing some of the GEOG and GEO classes with those from other fields to increase interdisciplinary representation. Additionally, the program may consider developing proper interdisciplinary coursework. Our program at the University of Utah offers interdisciplinary coursework on environmental studies within the program of Environmental and Sustainability Studies ([ENVST2100 \(Links to an external site.\)](#) - Introduction to Environment and Sustainability). While not necessary, the program at SUU may benefit from designing introductory coursework that represents multiple

disciplines (rather than relying on students to make the connections across disciplines themselves).

2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.

Yes, the program will have adequate resources by relying on existing infrastructure and personnel in Department of Physical Science, College of Science, Geography program, and advisors in the SUU student success center.

Two potential concerns: 1) if the significant growth in ENVST at the University of Utah is any indicator, the program may need to prepare for hiring additional advisors in the future, and expanding existing course sections; 2) the proposed program faculty lists 6 faculty at 100% and 1 at 20% dedicated to this program. Presumably these faculty will still also dedicate time to the programs they are currently teaching in. This should be clarified.

3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples

There are no structural concerns with the degree. The degree map offers a clear path through the program. As noted above, if the major grows at similar rates seen at the University of Utah, the relevant programs may need to increase the number of sections of intro courses to avoid bottlenecks.

4. Are there any other concerns not addressed above?

No other concerns.

## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:44am

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### [Manage Discussion Entry](#)

Thank you for sharing this feedback. We agree that an interdisciplinary course would be ideal. As with any new degree offering, we will need to show the need for such a course based on enrollment first. We are confident that student demand will dictate the need for such a course in the near future. We are planning to offer more interdisciplinary courses as the degrees grow. In the meantime, we expect that the breadth of courses within the electives list will allow for the flexibility you mention here.

While faculty time is limited, the courses required here are also required in the other GEO degrees. These courses do have space to accommodate growth as the degrees get started. Ultimately, we have sufficient resources to implement these degree programs, and, as with any new program, success must be demonstrated in student recruitment so that we have a solid foundation for any requests for additional resources. Also, affiliated programs will help support these degrees, including research support across campus. The Geosciences program has a long history of supporting field experiences using a variety of supplemental funding sources. Further, we do expect that as the programs grow, more resources may be necessary. Ultimately, we have sufficient resources to implement these degree programs, and, as with any new program, success must be demonstrated in student recruitment so that we have a solid foundation for any requests for additional resources.

## [Eric Amsel](#)

Sep 19, 2021 Sep 19 at 9:35am

[Manage Discussion Entry](#)

The proposal was sent to Dr. Carie Frantz (Co-Director, Environmental Science Program and Department of Earth & Environmental Sciences) and Dr. Christopher Hoagstrom (Co-Director, Environmental Science Program and Department of Zoology), who support the program. They offer the following comment:

- It appears that algebra may not be a required course. At least, it wasn't clear whether algebra was a prerequisite for the statistics course alternate.

## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:45am

[Manage Discussion Entry](#)

Thank you for sharing this feedback, Eric. We appreciate the comments from the Weber State reviewers. The Math concern is a good one. We currently propose to require MATH 1040 (Statistics) **OR** MATH 1050 (College Algebra).

[Reply](#) [Reply to Comment](#)

## [Paul Barr](#)

Sep 21, 2021 Sep 21 at 2:53pm

[Manage Discussion Entry](#)

Colleagues at Utah State University have reviewed the BS/BA proposals in Environmental Science from Southern Utah University. We are appreciative of the growth in this field and the popularity of the degree. As was mentioned in the proposal, we offer a BS in Environmental Studies which does require less biology, chemistry and different math requirements. We also offer a BS in Environmental Engineering which is on the other end of the biology, chemistry and math requirements. We are happy to work with transfer issues that arise. Aside from transfer, the number of required courses from the major was raised which was closer to the more restrictive engineering degree. The only other topic that was raised was the single tenured faculty member in the department and the need for the tenure track faculty to be successful for the the program to remain viable. We wish our colleagues at SUU well with both proposals.

**James Sage**

Sep 21, 2021 Sep 21 at 5:25pm

[Manage Discussion Entry](#)

Thank you for sharing this feedback from USU, Paul. We appreciate the comments and support. Some of our previous responses to other comments addressed the faculty needs, which is a fair point and we believe we have sufficient resources to implement these degree programs. As with any new program, success must be demonstrated in student recruitment so that we have a solid foundation for any requests for additional resources. We welcome the opportunity to collaborate on transfer issues and look forward to engaging in deliberations at the majors meetings.

[Reply](#)

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Southern Utah University

**Proposed Program Title:** Environmental Studies

**Are There New Emphases:** Yes  No

**Names of New Emphases (Separated by Commas):**

**Sponsoring School, College, or Division:** Walter Maxwell Gibson College of Sciences

**Sponsoring Academic Department(s) or Unit(s):** Department of Geosciences

**Classification of Instructional Program Code<sup>1</sup> :** 3.0103

**Min/Max Credit Hours Required of Full Program:** 120 / 120

**Proposed Beginning Term<sup>2</sup>:** Fall 2022

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/>	(AAS)	Associate of Applied Science Degree
<input type="checkbox"/>	(AA)	Associate of Arts Degree
<input type="checkbox"/>	(AS)	Associate of Science Degree
<input type="checkbox"/>		Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>		Other (specify award type <sup>3</sup> : )
<input checked="" type="checkbox"/>	(BA)	Bachelor of Arts Degree
<input type="checkbox"/>	(BS)	Bachelor of Science Degree
<input type="checkbox"/>	(BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>		Specialized Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>		Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	(MA)	Master of Arts Degree
<input type="checkbox"/>	(MS)	Master of Science Degree
<input type="checkbox"/>		Specialized Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>		Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>		Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>		K-12 School Personnel Program
<input type="checkbox"/>		Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>		Out of Mission Program
<input type="checkbox"/>		NEW Professional School

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Changes to Existing Programs or Administrative Units Required (check all that apply, if any):**

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Jon Anderson, Provost \_\_\_\_\_ Date:

I understand that checking this box constitutes my legal signature.

# Utah System of Higher Education Program Description - Full Template

## Section I: The Request

Southern Utah University requests approval to offer the following Baccalaureate degree(s): Environmental Studies effective Fall 2022. This program was approved by the institutional Board of Trustees on .

## Section II: Program Proposal

### Program Description

*Present a complete, formal program description.*

An Environmental Studies Degree program is inherently interdisciplinary and focusses on the social aspects of human interactions with the natural environment. Environmental studies integrate theory and practice from the humanities, the social sciences, and the physical sciences to investigate complex environmental issues. A Bachelor of Arts (BA) in Environmental Studies requires an understanding of the physical and social sciences through its systematic study of the interconnections between people, places, and environments. Environmental Studies is essential to addressing contemporary social, economic, and environmental issues. The proposed BA in Environmental Studies requires students to gain a general understanding of ecological and environmental science principles, particularly as they relate to public policy, economics, land-use and environmental planning, natural resource management, and human-environmental interactions (i.e., environmental geography) to support decision-making across a wide range of disciplines, which prepares graduates for a wide variety of career paths.

Employment opportunities are strong for students graduating with an Environmental Studies degree. Students who graduate with an Environmental Studies degree have clear advantages when they are competing for jobs. They have a broad understanding of the interconnectedness of environmental issues with society and the economy as well as the necessary skills for careers that require analytical and critical-thinking skills, written and verbal communication skills, and teamwork skills. Furthermore, the Bureau of Labor Statistics projects the job market will continue to expand over the next decade for students with a degree in Environmental Studies, with well-above average starting salaries.

The objective of this proposal is to offer a Bachelor of Arts (BA) degree in Environmental Studies at SUU. The purpose of this degree is to offer students a program of study that will provide a solid theoretical foundation plus a marketable set of skills that will effectively prepare them for an intellectually and financially rewarding career with the added potential to make a real difference in the world. More specifically, students will be trained in interdisciplinary theory and practice that spans the physical and social sciences, research methods, field and laboratory techniques, advanced analytical and problem-solving skills, as well as written and verbal communication skills. The proposed BA degree in Environmental Studies will be offered to students desiring to pursue careers or continue their education at the graduate level. Through a wide array of elective courses, the student can choose to focus their studies according to their individual career goals.

### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policy312](http://higheredutah.org/policies/policy312)) or, for "out of mission" program requests, the rationale for the request.*

Southern Utah University (SUU) is a regional university, as classified by the Utah System of Higher Education. The university's stated mission is, "SUU is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence." A BA degree with a major in Environmental Studies will enhance the University's mission. For example, experiential education is a central component of the Environmental Studies degree requirements, with numerous applied hands-on and community-engaged experiences that contribute to the students' personal growth, civic responsibility, and professional excellence.

Environmental Studies students will also gain writing skills, creative and critical thinking skills, as well as ethical reasoning skills that are required to appreciate the complexity and interconnectedness of contemporary social, economic, and environmental issues (e.g., climate change, social equity, sustainability) faced by environmental scientists. A BA degree with a major in

Environmental Studies will provide graduates with opportunities to introduce, reinforce, and master the skills that are required to collect, process, and analyze a wide variety of quantitative and qualitative data, plus communicate the results. The Environmental Studies degree program also provides civic engagement opportunities, which include several local, community-based research projects. Moreover, students will be encouraged to become active in student and community organizations and projects during their academic experience at SUU. Thus, the proposed program is consistent with the University's mission and the success of the Environmental Studies degree program will be assessed through the quality of the students who are registered in the program.

Not only will a strong Environmental Studies program at SUU help the students who graduate with this degree, the nature this degree will also continue to support and strengthen several other majors across campus. Other disciplines offer courses in Environmental Studies, but this program will serve to bring together those disparate offerings.

### Section III: Needs Assessment

#### Program Rationale

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

A BA degree in Environmental Studies will help SUU fulfill its stated mission by expanding the University's curriculum. It will provide access to a broader range of opportunities in higher education and wider access to employment opportunities for graduates, especially within SUU's service area. The proposed BA in Environmental Studies will also link with other disciplines in the Department of Physical Science, Social Sciences, and Engineering, because Environmental Studies is inherently an interdisciplinary field that integrates the physical and social sciences. The Environmental Studies degree will help strengthen the many different disciplines involved in the program. For example, the curriculum will enhance the already strong relationships among the STEM disciplines while offering more opportunities for students in the social sciences and humanities to get involved in the complex social, economic, and environmental issues facing humans and their natural environment.

#### Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Demand for graduates with a degree in Environmental Studies is expanding. In fact, there is an increasing variety of professional careers that require the ability to address the intersection of contemporary social, economic, and environmental issues. For example, there are strong employment opportunities for Environmental Scientists and Specialists in community and environmental planning, conservation scientists and foresters, environmental engineering technicians, environmental consulting, environmental educator, public relations specialist, sustainability specialist, policy analyst, and many others. A degree in Environmental Studies can prepare students for related positions such as:

Environmental Scientists and Specialists: The US Bureau of Labor Statistics (USBLS, 2020) indicates a median salary of more than \$71,000 and projects 8% growth in demand for Environmental Scientists and Specialists between 2019 and 2029, which is much faster than average for all occupations.

Urban and Regional Planners: The US Bureau of Labor Statistics (USBLS, 2020), indicates a median salary of \$74,350 per year and projects 11% growth in demand between 2019 and 2029, which is much faster than average for all occupations.

Environmental Engineering Technicians: The US Bureau of Labor Statistics (USBLS, 2020), indicates a median salary of \$50,620 per year and projects 7% growth in demand between 2019 and 2029, which is faster than average for all occupations.

Conservation Scientists and Foresters: The US Bureau of Labor Statistics (USBLS, 2020), indicates a median salary of \$62,410 per year and projects 5% growth in demand between 2019 and 2029, which is faster than average for all occupations.

So, not only are employment opportunities very promising, but also these jobs pay higher than average salaries. Moreover, a four-year college degree is often sufficient for entry-level employment.

## Student Demand

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Student demand for an Environmental Studies degree at SUU appears high. Several methods have been used to measure student demand. For the past few years, students in the General Education courses in the Geosciences, especially Physical Geography, have been surveyed about their level of interest in the proposed Environmental Studies major. Results suggest about 5% of the roughly 300 students per year ( $n \approx 15$ ) have indicated they would be interested in an Environmental Studies program. Surely there are students in the other sciences (e.g., chemistry and biology) who would also prefer to complete a more interdisciplinary degree in Environmental Studies. A similar percentage of recent graduates from the Geosciences (Geology and Geography) have pursued graduate study or obtained employment in fields related to Environmental Studies.

Other techniques have also been used to measure student demand for the proposed Environmental Studies degree program. Anecdotally, over the past few years, several students who declared majors in Geology, minors in Geography, and completed the GIS Certificate have expressed an interest in becoming majors in Environmental Studies. Many of the Social Science Composite degree students and GIS Certificate students have also expressed that they would transfer to an Environmental Studies major. Finally, unofficial discussions have been held with many students over the past few years who have requested information on Environmental Studies degree programs and career options. However, it is difficult to accurately measure the level of interest, because many of the students who would enroll in an Environmental Studies program at SUU do not make contact with us and choose a different university, but we know that they exist.

## Similar Programs

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

Most other Colleges and Universities in Utah and the Intermountain West offer some version of a degree in Environmental Science or Environmental Studies. We studied these degree programs and courses available at SUU to develop our Environmental Studies degree program. For example, Utah State University offers a BS in Environmental Studies that is structured similar to the format of our degree, but with considerably less biology, chemistry, and math. The University of Utah offers a BA in Environmental Studies and a BS in Sustainability that closely align with SUU's proposed BA degree. Similarly, Weber State University offers a minor in Environmental Studies that offers an interdisciplinary degree focused on the role of the social sciences and humanities as it relates to human-environmental interactions.

The recent growth of these programs at other Universities, and the need at SUU, highlights the importance of this field as ever more issues facing society require a multi-disciplinary understanding of biological and physical sciences, resource management, and human-society interactions. Earth, air, water, and life are vitally connected, and many burgeoning professions and environmental issues focus on this connection. In many cases, multiple Environmental Scientists will be working on different aspects of these complex problems, from field and laboratory applications, to permitting and project oversight, to working with local, county, and state governments on policy and management decisions. Thus, multidisciplinary degrees that provide a robust foundation in Environmental Studies, but allow for individual student focus, are vital to preparing graduates for a diverse set of job opportunities.

Our proposed BA degree in Environmental Studies at SUU compliments the degrees from other regional Universities. In particular, our BA has a strong required foundation in the social sciences and humanities, where students focus on their area of interest from a subset of natural science-focused courses and environmental-society and resource management courses, allowing for emphasis without strict guidelines. We believe this framework will facilitate higher student enrollment, retention, and graduation rates without diminishing the rigor of the academic training. Further, this degree is complementary to our proposed BS in Environmental Science that has a stronger natural science focus. Our program also requires students to complete a course in Geographic Information Systems (GIS), a vital tool in any environmental field, and to complete a capstone research project resulting in a professional presentation. Thus, we believe graduates from our degree program will have applied

experience in environmental studies that will provide a step ahead in post-graduate employment opportunities.

### **Collaboration with and Impact on Other USHE Institutions**

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

Southern Utah University is unique in its mission and service area from all other USHE institutions. As a regional comprehensive residential university, SUU's student population differs from other schools. SUU offers unrivaled access to experiential field learning and research opportunities due to our location in southern Utah. SUU has partnerships with Bryce Canyon and Zion National Parks and Cedar Breaks and Pipe Springs National Monuments. These partnerships, called "Alliances for Education," will be strengthened by the participation of the SUU Environmental Studies program.

Students will be recruited from the existing SUU student population and from high schools within our service area. We are optimistic that the addition of the Environmental Studies degree will attract more interest and students from surrounding states, particularly from southern Nevada, and western Colorado, where few comparable programs do not exist. Recruiting efforts will be directed toward those areas also. Because modest enrollment is anticipated in the program during its initial years and the fact that SUU's service area differs from those of the northern USHE institutions (Utah, USU, Weber, and UVU), no negative impact on the Environmental Studies programs at those institutions is anticipated. On a positive note, the SUU program will provide additional students to the graduate programs at the University of Utah and Utah State University.

### **External Review and Accreditation**

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

We have not used external consultants. There is no accrediting body for environmental studies, so the faculty will not seek special professional accreditation.

## **Section IV: Program Details**

### **Graduation Standards and Number of Credits**

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

A minimum grade of "C" (2.0 or above) must be earned in each course before it can be counted in a Physical Science major or minor, or as a prerequisite for any other course. 120 credits are required for graduation from the University, with 30-35 credits as part of the General Education requirements. In some cases, students might choose to apply required major courses toward General Education, in which case the number of free electives will increase. Students who wish to graduate with a Bachelor of Arts (B.A.) Degree must also fulfill the "Foreign Language" requirement (16 Credits). However, it is important to note that one semester of a foreign language may also fulfill the General Education Humanities requirement. The 16 "Foreign Language" credits may be fulfilled by taking four semesters of a foreign language or by testing out of a language and purchasing the credits.

### **Admission Requirements**

*List admission requirements specific to the proposed program.*

Requirements for admission to the University apply to the Environmental Studies degree program. No specific requirements exist for admission to the Environmental Studies degree program beyond appropriate prerequisites for specific courses.

## **Curriculum and Degree Map**

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## **Section V: Institution, Faculty, and Staff Support**

### **Institutional Readiness**

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The current Geosciences Program is housed within the Department of Physical Science at SUU. The program consists of a BS in Geology, BA in Geoscience, an undergraduate GIS certificate, a Geology Minor, and two Geography minors, which are a geography professional minor and a geography education minor. The addition of a BA in Environmental Studies will require no additional administrative structures nor additional faculty.

### **Faculty**

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

Currently there are six full-time members in the Geosciences Program where this degree will be housed, which is sufficient to introduce this degree. Moreover, the Environmental Studies degree will draw upon existing courses in the social sciences, humanities, and physical sciences. Consequently, no new classes are being proposed, so the only effect will be increased enrollment in existing courses. All upper-level courses can accommodate additional students at this time and all required courses are taught frequently enough to avoid curriculum bottlenecks.

### **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

Existing administrative staff in the Department of Physical Science and College of Science will be sufficient to support this program.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

SUU's Student Success Advisors will advise students as they move through the Geography degree program. No additional academic advising resources are required. Communication with advisors from the College of Humanities and Social Sciences will occur, due to the social science component of Environmental Studies.

### **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

No new library resources, beyond the addition of a few discipline-specific resource works.

## Projected Enrollment and Finance

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## Section VI: Program Evaluation

### Program Assessment

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The following program goals for the Environmental Studies degree program are: (1) maintain high-quality and engaging content; (2) recruit students to keep pace with the university enrollment growth; and (3) prepare students for an ever-changing field and/or graduate studies at top research universities.

Goal 1: SUU's Geosciences Program has a proven record of producing high-quality, engaging content in all classes. The material of each course is designed to highlight the connections between sub-disciplines within the geosciences while allowing students to engage in multiple high-impact practices (e.g., Writing-Intensive Courses, Collaborative Assignments, Undergraduate Research, Diversity/Global Learning, ePortfolios, Experiential learning, Internships, and Capstone Projects). With the addition of this degree, we plan to maintain the same level of quality and engagement.

Assessment: The program and its courses will be monitored and compared with those offered at other USHE institutions and at institutions outside Utah to ensure that program breadth and depth meet or exceed other institutions.

Goal 2: We plan to use the Environmental Studies degree as a marketing tool where students see the importance and relevance of the degree and careers paths. The Environmental Studies degree, having an interdisciplinary focus, should bring more students to the Geosciences Program. It is our goal to use research completed by Environmental Studies students as a recruitment tool.

Assessment: Enrollment growth of students majoring in Environmental Studies will be compared to the enrollment growth of the Geosciences, particularly, and SUU, generally. The report will be included in the Department of Physical Science's Unit Effectiveness Plan each Summer. Recruitment efforts will be tied to this report.

Goal 3: The Environmental Studies degree will provide the knowledge and skills required to qualify graduates for entrance into the workforce or graduate school, and graduates will be successful in these efforts.

Assessment: The program will maintain contacts with graduate schools and employers and inform students of available opportunities. This will include encouraging students to attend national conferences, inviting industry and graduate school representatives to visit campus, monitoring students' post-graduation activities, and related efforts.

### Student Standards of Performance

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

The following list of standards, competencies, and marketable skills illustrates the wide and varied content of the interdisciplinary degree in Environmental Studies and its place in developing the 'solutionaries' (i.e., motivated by compassion and justice to cultivate creative-, critical-, strategic- and systems-thinking skills in an attempt to address the underlying causes of entrenched and interconnected problems) of tomorrow that are required to solve contemporary social, economic, and environmental issues:

- Field Techniques
- Spatial and Temporal Reasoning
- Communication skills (written, verbal, and graphic) including communicating Science to the Public (SUU Essential Learning Outcome (ELO) 2.0)
- Connecting science to societal issues

- Research Skills (primary and secondary)
- Problem Solving (SUU ELO 13.0)
- Inquiry and Analysis (SUU ELO 8.0)
- Analyzing and Interpreting Incomplete Data Sets
- Dealing with Complexity
- Social Justice
- Collaboration
- Information Literacy (SUU ELO 7.0)
- Critical Thinking (SUU ELO 4.0)

Justification: These standards, competencies, and marketable skills were chosen because they are vital components of any interdisciplinary program in Environmental Studies, and they are transferable to many other disciplines and career paths. Students with these skills will be flexible as they adapt to the quickly changing workforce. Of particular importance to the Environmental Studies BA program is the communication of science to the public. As political gridlock continues to increase, national, state, and local communities need 'solutionaries' who are prepared to address contemporary social, economic, and environmental issues.

Formative Assessment: Several core science courses already include formative assessments for the ELOs listed above. Additionally, GEOG 3400 (Environmental Geography), GEO 4800 (Senior Project), and GEOG 4500 (Capstone Project) require students to develop and utilize research skills in authentic projects. Students then present their results in a public forum, typically at a national conference such as the National Council for Science and the Environment (NCSE) and the Association for Environmental Studies and Sciences.

Summative Assessment: No standardized exams for Environmental Studies exist at the present time. However, summative assessment of the program will include assessments for individual upper division courses, including term papers and examinations, and more importantly a Senior Project (GEO 4800) or Capstone Project (GEOG 4500) and exit surveys from each graduating student will also be used.

**Appendix A: Program Curriculum**

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
<b>General Education Credit Hour Sub-Total</b>					<b>4</b>
Required Courses					
<input type="radio"/>	<input type="radio"/>	GEOG 1400		Human Geography	3
<input type="radio"/>	<input type="radio"/>	GEOG 3400		Environmental Geography	3
<input type="radio"/>	<input type="radio"/>	BIOL 2500		Environmental Biology	3
<input type="radio"/>	<input type="radio"/>	GEO 3010		Environmental Geology	3
<input type="radio"/>	<input type="radio"/>	GEO 3015		Environmental Geology Lab	1
<input type="radio"/>	<input type="radio"/>	GEOG 3550		Principles of Geographic Information Systems	3
<input type="radio"/>	<input type="radio"/>	GEOG 3555		Principles of Geographic Information Systems Lab	2
<input type="radio"/>	<input type="radio"/>	MATH 1040 or 1050		Statistics OR College Algebra	4
<input type="radio"/>	<input type="radio"/>	CHEM 1210		Principles of Chemistry I	4
<input type="radio"/>	<input type="radio"/>	CHEM 1215		Principles of Chemistry I Lab	1
<input type="radio"/>	<input type="radio"/>	GEO 4800		Senior Project	3
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<b>Required Course Credit Hour Sub-Total</b>					<b>30</b>
Elective Courses					
<input type="radio"/>	<input type="radio"/>			Environmental Science Electives (30 Credits from A & B Total)	

		Course Number	NEW Course	Course Title	Credit Hours
Choose 10 of the following courses:					
<input type="checkbox"/>	<input type="checkbox"/>	LIST A		Minimum of 8 credits from following:	
<input type="checkbox"/>	<input type="checkbox"/>	AGSC 3560/3565		Soils/Soils Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	BIOL 3060/3065		Genetics/Genetics Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	CHEM 3700		Environmental Chemistry	3
<input type="checkbox"/>	<input type="checkbox"/>	GEO 3610/3615		Hydrology/Hydrology Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	GEO 3170/3175		Oceanography/Oceanography Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	GEOG 3110/3115		Intro to Remote Sensing/Remote Sensing Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	GEOG 3220/3225		Weather and Climate/Weather and Climate Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	GEOG 3350/3355		Geomorphology/Geomorphology Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	RANG 4200		Wildland Ecology	3
<input type="checkbox"/>	<input type="checkbox"/>	LIST B		Minimum of 9 credits from the following:	
<input type="checkbox"/>	<input type="checkbox"/>	AGSC 1010		Agriculture and Society	3
<input type="checkbox"/>	<input type="checkbox"/>	ANTH 3001		Native American Cultures	3
<input type="checkbox"/>	<input type="checkbox"/>	ANTH 3500		Ecological Anthropology	3
<input type="checkbox"/>	<input type="checkbox"/>	GEOG 1300		World Regional Geography	3
<input type="checkbox"/>	<input type="checkbox"/>	GEOG 3600		Geography of Utah	3
<input type="checkbox"/>	<input type="checkbox"/>	HSS 1200		Intro to Sustainability Studies	3
<input type="checkbox"/>	<input type="checkbox"/>	NR 1010		Intro to Natural Resources Management	3
<input type="checkbox"/>	<input type="checkbox"/>	NR 3000		Wildlife Ecology Management	3
<input type="checkbox"/>	<input type="checkbox"/>	ORPT 3000/3005		Foundations in Outdoor Recreation/Foundations Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	RANG 3600/3605		Range Management/Range Management Lab	4
<input type="checkbox"/>	<input type="checkbox"/>	SOC 3410		Environmental Sociology	3
<input type="checkbox"/>	<input type="checkbox"/>	POLS 3410		Public Administration	3
<input type="checkbox"/>	<input type="checkbox"/>	PSY 3500		Environmental Psychology	3
Choose of the following courses:					
<input type="checkbox"/>	<input type="checkbox"/>			Remaining General Education, BA Requirements & Free Electives	56
<input type="checkbox"/>	<input type="checkbox"/>				
Choose of the following courses:					
<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>				
Choose of the following courses:					
<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>				
<b>Elective Credit Hour Sub-Total</b>					86
<b>Core Curriculum Credit Hour Sub-Total</b>					120

## **Program Curriculum Narrative**

*Describe any variable credits. You may also include additional curriculum information.*

Students will be required to take four credits from one of the following pairs of General Education courses with a GEO/GEOG prefix:

- GEO 1020/25 Dinosaurs & the History of Life (4)
- GEO 1030/35 Natural Hazards and Disasters (4)
- GEO 1050/55 Geology of the National Parks (4)
- GEO 1090/95 How the Earth Works (4)
- GEO 1110/15 Physical Geology (4)
- GEO 2210/15 Geology of Southern Utah (4)
- GEOG 1000/05 Physical Geography (4)

Additionally, students will need to earn 30 credits from a selection of limited major electives (List A and List B). Of the 30 credits, 8 must be from a focused area of electives (List A) and an additional 9 must be from another focused area (List B).

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://highereducation.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

<b>First Year Fall</b>	<b>Cr. Hr.</b>	<b>First Year Spring</b>	<b>Cr. Hr.</b>
GEO/G 1XXX Geoscience GE Course	4	CHEM 1210/15 General Chemistry I/Lab	5
GEOG 1400 Human Geography	3	ENGL 1010 Intro to Academic Writing	3
BIOL 2500 Environmental Biology	3	GE Fine Arts	3
MATH 1050 College Algebra	4	Free Electives	5
<b>Total</b>	14	<b>Total</b>	16
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
ENGL 2010 Intermediate Writing	3	LANG 1020 Language Level 2	4
INFO 1010 Information Literacy	1	Major Elective	3
GE American Institutions	3	Major Elective	3
LANG 1010 Language Level 1	4	Major Elective	3
Free Electives	4	Free Electives	2
<b>Total</b>	15	<b>Total</b>	15
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
LANG 2010 Language Level 3	4	LANG 2020 Language Level 4	4
GEOG 3400 Env. Geography	3	Major Elective	3
GEO 3010/15 Environmental Geology/Lab	4	Major Elective	3
GEOG 3550/55 Principles GIS/Lab	5	Free Electives	4
<b>Total</b>	16	<b>Total</b>	14
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
GEO 4800 Senior Project	3	Major Elective	3
Major Elective	3	Major Elective	3
Major Elective	3	Major Elective	3
Free Electives	6	Free Electives	6
<b>Total</b>	15	<b>Total</b>	15



	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	51	55	60	65	70	75
# of Majors in Proposed Program(s)		6	12	20	30	40
# of Graduates from Department	10	10	10	15	15	15
# Graduates in New Program(s)		0	0	3	8	12
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)						
Other:						
<b>TOTAL PROGRAM EXPENSES</b>		\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$0	\$0	\$0	\$0	\$0
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0	\$0	\$0

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

**Part III: Describe funding sources**

**Revenue Narrative 1**

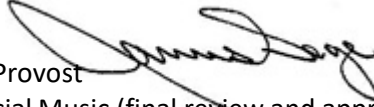
*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

**MEMORANDUM**

Date: November 3, 2021  
To: SUU Board of Trustees  
From: James Sage, Associate Provost  
RE: R401: B.M. in Commercial Music (final review and approval)



On behalf of Provost Jon Anderson and Dean Shauna Mendini, we are submitting for your final review and approval a new B.M. in Commercial Music.

This new degree program builds on our successful programs within the College of Performing and Visual Arts and within the Department of Music. This new degree addresses important needs of our music students with respect to the professional and commercial realm within which many of our music students find themselves working. Likewise, this program was developed to serve as a “feeder” program for our already successful graduate program in Music Technology.

As a new degree program, the B.M. in Commercial Music proposal has completed the peer review process by the Chief Academic Officers (CAOs) within USHE. A copy of the Peer Review Report is included below. We are now presenting this program to the Board of Trustees for final review and approval.

Thank you for considering this new program proposal. Please let us know if you have any questions or concerns.



September 30, 2021

Richard Christiansen, Board of Trustees Chair  
c/o Trisha Robertson, Board of Trustees' Secretary  
Southern Utah University  
351 W University Blvd  
Cedar City, UT 84720

Dear Chair Christiansen,

Pursuant to Board of Higher Education Policy R401, attached is the Peer Review Report for the following program, which the Southern Utah University Board of Trustees is to consider in reviewing this program for approval:

- **Bachelor of Music in Commercial Music**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme", with a stylized flourish at the end.

David R. Woolstenhulme, EdD  
Commissioner of Higher Education

CC: Scott L. Wyatt, President – Southern Utah University  
Jon Anderson, Provost and Vice President for Academic Affairs

## **Peer Review Report**

**Institution: Southern Utah University**

**Program Proposal: Bachelor of Music in Commercial Music**

**Date: September 29, 2021**

In accordance with Board of Higher Education policy, Southern Utah University's proposal for a Bachelor of Music degree in Commercial Music underwent peer review by members of the academic community within the Utah System of Higher Education (USHE). Comments were received by Salt Lake Community College, the University of Utah, Utah Valley University, Weber State University, Utah State University, Snow College, and the Commissioner's Office. Comments from most institutions were favorable towards the degree program, asking for some clarification on theory courses, transfer concerns, and course alignment, which SUU offered clarifying responses to. Staff from the Commissioner's Office asked why Utah Valley University and Snow College had not been contacted, since they are two institutions that have bachelors' programs in Commercial Music. They also asked about Southern Utah's proposal being directed to a regional audience of students not currently served by UVU and Snow College. Southern Utah responded, by contacting UVU and Snow, and by offering an explanation that many students in Southern Utah and in Southern Nevada are looking for a regional program in Commercial Music. Strong comments were received from Snow College's Commercial Music Department and disputes SUU's argument that an additional Commercial Music program is needed in Utah, when BYU, UVU, and Snow College all offer Commercial Music degrees. Snow College provided a student list showing student enrollments from throughout Utah, and further stated the need for an additional institution providing the program is questionable. In addition, Snow College stated they were disappointed that SUU did not reach out to Snow College and UVU to discuss the degree proposal prior to questions raised by the Commissioner's Office staff.

Southern Utah replied to concerns from Snow College indicating that a recent review by the National Association for Schools of Music (NASM) encouraged SUU to build a Commercial Music program because of the growing demand of this program throughout the United States. NASM advised that students are increasingly choosing Commercial Music programs over traditional music programs because of the growth a technology and its merger with music production and there was indeed a demand for more students being trained in this area.

The USHE chief academic officers at degree-granting institutions discussed the proposal during a meeting held on September 22, 2021. Southern Utah University representatives spent some time further discussing the encouragement of NASM to develop this degree and expressed the belief that demand for this program, UVU's program, and Snow's program, would continue to grow in the years ahead. SUU's Board of Trustees is encouraged to carefully consider the labor market analysis for the program and its potential impact on other USHE institutions.

Attachment: Peer Comments

# SEPT PRR - SUU Bachelor of Music in Commercial Music

[Trina Weller](#)

All Sections

[SUU - R401 - New Program - BM in Commercial Music.pdf](#)

**[Steve Hood](#)**

Aug 31, 2021 Aug 31 at 9:52am

[Manage Discussion Entry](#)

BM Commercial Music

Staff in the Commissioner's Office have reviewed SUU's proposal to add a baccalaureate music degree in commercial music. We congratulate the faculty in the music school for their efforts to meet industry demand and provide programming that is of interest to students. We also thank music faculty for contacting students through survey and discussion about interest in the develop of a commercial music program.

This proposal does not indicate that there has been contact with UVU or Snow College in regards to their commercial music programs. There is justification offered that SUU has its own service area and it will not adversely impact the other two institutions offering commercial music degrees (actually three, BYU also has a commercial music degree program). Have faculty members reached out to UVU and Snow to determine if in fact the expansion of this program will have minimal impact on the recruitment efforts of those two programs? We believe sharing information on current enrollment demographics will be helpful in clarifying just how much impact this will have on existing programs and SUU's program enrollments in the future.

The projections on program growth are reasonable, and the labor market demand does show that some areas of music (especially the technology side) are in great demand. Overall, however, the analysis of labor demand is a bit sparse, and perhaps could be enhanced with data from NASM.

We are a bit confused on faculty staffing for the program. There is no new faculty listed in the budget projections for this program, yet in Narrative 1 there is mention of a new full-time and a new part-time line to help facilitate development of this program. Narrative 2, however, indicates that there are no new faculty being hired for the program roll out. Are we correct in assuming that these two faculty lines have already been filled and therefore are listed as existing faculty members? If not, the proposers will need to show the additional hires in the department budget projections. If proposers could also elaborate on how the addition of ten new courses, five of which are required courses for the major, will be developed and taught without expanding faculty (if that is the case that it is not to be expanded).

In Narrative 2, the proposal suggests there is no additional funding that will be required that is not covered by fees, increased student enrollment, and an unspecified appropriation. Will that appropriation come from the university, and if so, have university leaders approved that increase in financial support? In addition, you have a first-year budget deficit of just over \$24k for expenditures to get the program started. How will the deficit be covered?

One other minor editing note—in the major plan Music 3550 is listed as the course number for both Survey of Classical Music and Digital Music Notation. I believe the Digital Music Notation number may be incorrect. It is currently listed in your catalog as a graduate level course—will this course also be available to undergraduates or will it be adjusted to an undergraduate level course?

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## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:49am

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### [Manage Discussion Entry](#)

SUU wishes to thank the staff in the Commissioner's Office for their careful attention to the proposal for a degree in Commercial Music. The questions and areas of concern are addressed below.

No contact had been made with Snow College or UVU prior to submitting the R401. After receiving the feedback from the Commissioner's Office, Snow, UVU, and BYU were contacted by email on September 1st. UVU responded, and while supportive of the degree, a few questions were raised that will be addressed in Response #2. Snow College responded with concerns about the definition of the southern region and the possible effect the proposed degree will have on their recruiting efforts. They did not address the curriculum itself. The response to these items is found below in response to the comments from Snow College. As BYU did not respond, it does not appear that they have pressing concerns about the proposal.

Regarding labor market demand, the R401 contains the best and most reliable information available from the US Bureau of Labor Statistics. Enhancing the data presented with NASM data is not possible, as NASM does not collect or share data on market demands or trends. This degree prepares students for employment in music technology fields rated as 5-star jobs by the USHE IR office.

We apologize for the confusion on staffing. We have already hired the staff mentioned in the R401, and they are listed as existing faculty, hence the omission from the budget projections. New faculty lines will only be requested when program growth dictates the need.

The new courses can be offered by the two new faculty mentioned. One faculty member will teach four courses annually, and the other will teach 2 courses annually. The new academic courses will be scheduled to be taught every other year, with applied music and ensembles taught each semester. Current faculty will aid in the applied instruction with supplementation by qualified adjuncts.

The university has appropriations designated to cover first-year deficits in equipment and facility costs of approximately \$70,000. The administration supports the development of the degree.

The Commissioner's Office is correct on the numbering. There is a typo on the Digital Music Notation course. The class should be listed as MUSC 4550 and will be cross-listed with the graduate course. The requirements will be adjusted for undergraduates to fit an undergraduate-level course

## **Sabine Berlin**

Sep 13, 2021 Sep 13 at 9:05am

### **[Manage Discussion Entry](#)**

Thomas Keck, Dept Chair of Music at UVU has reviewed this and offers the following assessment:

The SUU Commercial Music proposal looks good to me. I have few objections or concerns. They ought to consider selecting different course numbers that match our pre-existing commercial music courses so that articulation agreements can be more consistent. I am also curious how they are delineating their music theory sequence (MUSC 1110, 1120, 2110, 2120) as these courses are to be closely standardized amongst all USHE institutions, and within their own department. They appear to be labeling 1120 as musical theatre, 2110 as commercial, and 2120 as jazz theory – these would break with general USHE music practices.

## **James Sage**

Sep 21, 2021 Sep 21 at 6:50am

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[Manage Discussion Entry](#)

SUU wishes to thank Thomas Keck of UVU for his thoughtful response. The idea of common course numberings could be useful. In researching commercial music and similar degrees at Snow, UVU, and SLCC, no common numbering scheme was apparent. Additionally, UVU utilizes course numbers that are already designated for other courses at SUU making course articulations by common numbers incredibly difficult. Upper-division courses are typically not articulated across USHE music programs. The USHE major's meetings each year would be a place to address this with other institutions.

The music theory sequence for commercial music students will remain similar to current courses. The difference will not be in course content, but in the selection of musical examples. Music Theory II students, for example, will still learn diatonic chords, but the repertoire for analysis will principally consist of musical theatre pieces that demonstrate proper usage. The main difference is in the Theory IV class. SUU does not currently offer the standard theory IV course in the fourth semester. The course is taught as an upper-division course combining contemporary theory with 20th-century history, similar to the University of Utah. The proposed fourth semester of theory will focus on jazz, a predominantly 20th-century idiom and more appropriate for a commercial music degree, but would leave the contemporary classical compositional practices for the upper division course.

[cao@utah.edu](mailto:cao@utah.edu)

Sep 16, 2021 Sep 16 at 1:57pm

[Manage Discussion Entry](#)

Response from UofU School of Music Director:

Based on the information provided in the proposal, it appears the proposed curriculum for the BM in Commercial Music at SUU meets the standards of the degree area (#1 below). There are also adequate resources to support the program of study, if the open line mentioned in the proposal is filled by a replacement "with credentials and time allotted to also teach in the commercial music program" (#2 below).

I have concerns about #3 below: the core curriculum described in the proposal includes music theory, aural skills, and music history courses that appear to focus on topics that are different from those of most standard core courses. Students in the new program may not acquire the skills necessary to transfer successfully into the University of Utah, or vice versa. The courses that may not transfer easily are:

MUSC 1110 Music Theory II (Musical Theatre/Popular Music focus)

MUSC 1120 Music Theory III (Commercial/Popular Music)

MUSC 2120 Music Theory IV (Jazz Music)  
MUSC 2130 Aural Skills III (Commercial/Popular Music)  
MUSC 2140 Aural Skills IV (Improvisation Based)

The focus of these courses appears to be different from the focus of University of Utah core music theory and aural skills courses. They appear to focus on specific styles that fit the commercial music program, rather than provide the broad music theory and aural skills background that core courses typical have. However, there are many ways to acquire these core skills, so I can't state conclusively that the courses wouldn't transfer easily. It would require examining the actual syllabi of the courses to determine whether this is the case or not.

With the possible exception of MUSC 3550 Survey of Classical Music (which seems to be listed with the same course number as Digital Music Notation, by the way), the core music history curriculum is quite different from the University of Utah core music history curriculum, and transferring these upper division credits is unlikely to work well.

I have no other concerns.

Thank you for the opportunity to review this proposal,

Miguel Chuaqui, Ph.D.

## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:52am

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### [Manage Discussion Entry](#)

SUU thanks Dr. Miguel Chuaqui for his review and comments. In response, the first two semesters of theory will not differentiate in any significant way from the standard theory sequence. The second semester will still cover diatonic harmonies but much of the analysis will be selected from musical theater music. This is to provide more meaning to both commercial music students and musical theatre students who are required to take two semesters of music theory. The third and fourth semesters will differ in some respects to be more applicable to the commercial music industry. Chromaticism will be explored through the lens of commercial and jazz idioms, rather than common practice styles. These courses may not transfer as well. The upper-division history courses may not transfer well either. Students who transfer would necessarily change majors, a process that always leaves some course out of transferability. Our design of the degree is to prepare majors to be very successful in the various commercial music careers they encounter.

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## [Rachel Lewis](#)

Sep 16, 2021 Sep 16 at 2:35pm

### [Manage Discussion Entry](#)

I fully support SUU in this endeavor. The course outline for four years of instruction makes sense and I find the courses quite applicable. My only concern and overall critique is that the students do not really get their hands dirty with music technology/recording until their junior year. I agree that Music Theory should be placed in the first semester. Yet, the other theory practices seem to be freestanding and could be pushed back a semester or two to make room for “notation,” “music tech,” “recording” and “live sound.” Yes, 4 full semesters of theory are absolutely essential, yet, if the student take the other classes earlier, they will have those skills to help them with the theory and composition for upper division work.

~ Craig E. Ferrin, Ph.D.; Professor – Music – Performing Arts

There is a series of upper-division courses beginning in the first year/first semester of the degree for the large ensemble performance courses. What is the reason they are numbered as upper-division courses at the 3000-level?

Though SLCC's commercial music degrees (Media Music and Music Recording Technology) are Associates of Applied Science, we look forward to exploring opportunities for program articulation.

Edited by [Rachel Lewis](#) on Sep 17 at 10:17am

## [James Sage](#)

Sep 21, 2021 Sep 21 at 6:51am

### [Manage Discussion Entry](#)

SUU thanks both Craig Ferrin and Rachel Lewis for their review of the proposed degree and thoughtful comments. In response to Dr. Ferrin, we have placed the theory courses in this order to keep continuity in the theory sequence. In our experience, students who do not have consistency in theory study need significant review when returning to the topic. Though the third and fourth courses are slightly altered from traditional common practice study, much of the material will be the same, just looked at through a commercial music lens. We feel students will benefit from having continuity from one semester to the next. We will look more closely at course sequencing in the first two years to see if we can integrate more courses in the technology areas into early study within the degree.

In response to Assistant Provost Lewis, the decision to make large ensembles upper-division courses was made long before my time at SUU. The concern with upper-division courses offered at the freshman and sophomore levels is valid. Our

program models many others within the USHE system that offer upper-division credit for ensembles. However, we would welcome discussion of lower-division credit ensemble offerings at the USHE major meetings to see if common course numbers are feasible for ease of transferability and cross-listing upper-division numbering for the junior/senior levels. Additionally, we would welcome discussions to see how our proposed program can benefit graduates from SLCC and if we can do anything to facilitate matriculation of your students upon completion of their associates degree.

## **Eric Amsel**

Sep 19, 2021 Sep 19 at 9:08am

### [Manage Discussion Entry](#)

The proposal was sent to Dr. Carey Campbell (Associate Chair, Department of Performing Arts), who expressed strong support for the program and made the following comment:

- Such a degree program is a vital addition to music studies at any university, and SUU is to be commended for continuing to help lead the way forward. It appears they have the resources to offer a successful program, and the curriculum is well-thought-through. Although it is unclear how exactly the partnership with other entities (film studies, etc.) will work, there is much potential here. While there is some overlap with the other commercial music and music technology programs in the state, this is not at all a bad thing: indeed, it is a program we all should be offering and from which all music students would benefit.

## **James Sage**

Sep 21, 2021 Sep 21 at 6:52am

### [Manage Discussion Entry](#)

SUU thanks Dr. Carey Campbell for his thoughtful remarks and support of the commercial music proposal.

## **melanie.jenkins@snow.edu**

Sep 20, 2021 Sep 20 at 1:14pm

### [Manage Discussion Entry](#)

From Snow College Music:

## Section III: Needs Assessment

¶ 3, “*The BM in Commercial Music degree will provide benefits to the USHE by allowing students in this area of the state to participate in a program that is not regionally offered.*”

### Response

In the proposal paragraph under the heading of Student Demand, SUU states that “additionally, in recent recruiting efforts, there are strong trends of interest in more modern music degrees.” It is not clear that the “recruitment visits” referenced in the proposal were confined to the “region” referenced in the above statement. When the Snow College degree was approved, it was unique as the only degree of its type in the USHE. Shortly after Snow’s degree was approved, UVU proposed and was granted a BM in Commercial Music. Not mentioned in the SUU proposal, but also a factor are the strong commercial and technological emphases available to music students at SLCC, and the Bachelor of Commercial Music degree at Brigham Young University.

We at Snow College agree that there are “strong trends of interest in more modern music degrees.” However, claims that a commercial music degree is “not regionally available,” or that the SUU degree will be the “only degree of its kind in the Southern Utah Region,” are only true based upon a narrow definition of the word “region.” Although each USHE institution serves a designated service area, in actual practice, niche degrees like Snow and UVU’s commercial music degrees meet the needs of students from across the state who are seeking instruction unique to those degrees. Snow College has flourished as a rural Utah destination for this type of study, and will likely be negatively impacted by the addition of another degree designed to serve the same population of students with interest in commercial music.

### **Proposal Statement**

#### Collaboration and Impact on Other USHE Institution

*The program is not intended nor developed to be delivered online outside SUU designated service area. Undergraduate enrollments at Snow College and UVU*

*appear healthy, and the proposed degree should not negatively impact other programs as SUU serves a different constituency and the needs of its region.*

Response

We take strong issue with the statement “SUU serves a different constituency,” than does Snow College. SUU has actively recruited for years in the Snow College service area. Each year, many potential Snow College music students report they are deciding between Snow and SUU. In the fall of 2021, most potential music students who declined scholarships at Snow College indicated they had opted to attend SUU instead. This fact has not been concerning to the music faculty at Snow College, because of the unique nature of Snow’s commercial music degree. If a student sought a more traditional approach to music education we supported their decision to attend another institution. However, if Snow’s commercial music degree is unnecessarily duplicated at another rural campus, experience has shown us that we will be competing for the same students with SUU and UVU and the quality of all three programs will suffer. Of the three institutions (SUU, UVU, and Snow), Snow has the greatest potential to be harmed by unnecessary program duplication. This is because Snow’s commercial music degree is the *only* baccalaureate degree in music offered at Snow. Course enrollments and faculty loads in lower division classes are primarily supported by students who have matriculated into the commercial music degree. Lower division core music courses at SUU and UVU serve students enrolled in all music degree programs at those schools.

Included in this document is a Fall 2021 listing of Snow College music majors by hometown and zip code. You will note that the 233 music majors currently studying at Snow represent every region of Utah, including Southern Utah.

Snow College would not object to the approval of the proposed SUU commercial music degree provided the USHE had no objection to the approval of a Bachelor of Music in Music Education, and Bachelor of Music in Performance at Snow College. This would allow us to compete for students on a “level playing field” with other USHE institutions.

**James Sage**

Sep 21, 2021 Sep 21 at 7am

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[Manage Discussion Entry](#)

SUU appreciates Snow College's response and concerns with our proposed degree. The remarks do not address curriculum but appear concerned with the possibility that our program would compete with Snow College for students, detracting from the "niche" degree offered at Snow and one of the only 4-year degrees they offer.

While we appreciate the concern expressed, all USHE institutions have music majors from across the state. Though SUU does recruit at Snow College from their 2-year programs, the Music Department at SUU no longer recruits close to Snow College, as they have a four-year degree and have expressed concerns about recruiting from among their students. Our definition of our region comprises areas in the south half of the state, focusing on Garfield, Beaver, and Iron Counties. We also attract students from Washington County and further south into Clark County, Nevada. While some overlap is inevitable among all state institutions, the vast majority of Snow students come from the Sanpete, Salt Lake, Sevier, and Utah Counties.

When Snow College and UVU began commercial music degrees, programs of this nature were somewhat uncommon among university offerings, though BYU offered a degree of this type. Since that time, the number of institutions offering commercial music related degrees has blossomed and are now considered mainstream. One need only Google "commercial music, media music, or music industry degrees" to see the number of programs across the country (see comments by Weber State). The fact that a commercial music degree is not offered in the southern half of the state is something we would like to remedy. Our intent is to better serve our constituency, not detract from the stellar programs that both Snow and UVU offer.

## **Paul Barr**

Sep 21, 2021 Sep 21 at 2:26pm

### [Manage Discussion Entry](#)

Colleagues at Utah State University have reviewed the Bachelor of Music in Commercial Music proposal from Southern Utah University. Overall, the response was positive and we wish SUU well with the proposal. There was a question that was raised regarding the transferability for students. Some of the initial courses within the music major (i.e. Music 1120 Theory II - Musical Theatre/Popular Music focus) might not align with the Music 1120 course at USU and therefore the ability of the student to transfer might not be as seamless. There were other examples that were mentioned. This was based on an initial review of the proposal and was brought up as a potential issue.

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## **James Sage**

Sep 21, 2021 Sep 21 at 4:48pm

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### [Manage Discussion Entry](#)

Thank you, Paul, for sharing the feedback and support from USU regarding the Commercial Music proposal. We will review initial course requirements, compare with other universities, and double-check course numbers and content. In conjunction with the majors meetings, we will look more closely at initial courses with an eye for any transfer barriers.

[Reply](#)

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Southern Utah University

**Proposed Program Title:** Bachelor of Music in Commercial Music

**Are There New Emphases:** Yes  No

**Names of New Emphases (Separated by Commas):**

**Sponsoring School, College, or Division:** College of Performing and Visual Arts

**Sponsoring Academic Department(s) or Unit(s):** Department of Music

**Classification of Instructional Program Code<sup>1</sup> :** 10.0203

**Min/Max Credit Hours Required of Full Program:** 120 / 120

**Proposed Beginning Term<sup>2</sup>:** Fall 2022

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input checked="" type="checkbox"/>	Specialized Bachelor Degree (specify award type <sup>3</sup> : BM )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Changes to Existing Programs or Administrative Units Required (check all that apply, if any):**

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Jon Anderson, Provost \_\_\_\_\_ Date:

I understand that checking this box constitutes my legal signature.

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Southern Utah University requests approval to offer the following Baccalaureate degree(s): Bachelor of Music in Commercial Music effective Fall 2022. This program was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

The proposed Bachelor of Music in Commercial Music degree at Southern Utah University meets students' growing interest in current trends in music creation and performance. This degree will be part of a micro-entertainment industry through collaboration with other areas in the arts (film, theatre, dance, visual and applied arts). Students will be provided opportunities to immediately put into practice skills learned, preparing them for real world application.

Students will be able to see commercial music projects from start to finish, mirroring the professional world through a collaborative format. Essential competencies will include abilities in recording, commercial performance and production, digital work stations, and work flow. Students will develop essential musicianship skills and knowledge, adhering to NASM standards for commercial music degrees.

#### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policyr312](http://higheredutah.org/policies/policyr312)) or, for "out of mission" program requests, the rationale for the request.*

The proposed undergraduate degree is aligned with the mission and goals of the institution. The Utah Board of Higher Education's Policy R312 4.2.2 states that "Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence." The BM in Commercial Music will be largely geared toward experiential education, with hands-on professionally-tailored opportunities within SUU's arts community.

### Section III: Needs Assessment

#### Program Rationale

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

The influence to expand SUU's undergraduate music offerings with a commercial music degree was faculty driven by members with significant expertise capable of creating a unique program. Student and market demand added powerful impetus to offer this degree (see Labor Market Demand and Student Demand below.) Rationale to offer this degree was also in response to the 2017 Visitor's Report conducted by the National Association's School of Music (NASM) that recommended providing students greater access to instruction in entrepreneurship and commercial music styles.

SUU is prepared to offer this degree and currently provides many components within the existing BM in Performance and Education Degrees. In addition, SUU offers a Master of Music Technology that will provide curricular support and create direct links into the master's degree.

The BM in Commercial Music degree will provide benefits to the USHE by allowing students in this area of the state to participate in a program that currently is not regionally offered. It responds to legislative and USHE directives to have academic programs relevant to workforce preparation. The focus of the the program will be occupational, i.e., the preparation of students to become working musicians in the field of commercial music performance and production.

## Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Sound Engineering Technicians are projected to see a 9% job growth between 2019 and 2029 according to the U.S. Bureau of Labor Statistics. From the same source, the median annual wage for sound engineering technicians 2019 was \$54,740 per year. Composers are expected to see a job growth percentage of 2% within the same time frame. Composers median annual salary in 2019 was \$55,280.

## Student Demand

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

There is student demand for a commercial music degree at SUU. During SUU's recent site evaluation by NASM for the purpose of re-accreditation, students expressed to the visiting representatives a strong desire for greater access to commercial music. Additionally, 34 SUU music students responded to the following questions posed in a recent survey: "How interested would you be in a Music Production and Technology Degree/Emphasis?" - 61.8% responded that they would be interested in taking elective Music Production courses with 26.5% saying they would even change their major to this degree if the option were available. The survey showed similar results with Jazz and Composition degrees. Additionally, in recent recruiting efforts, there are strong trends of interest in more modern music degrees.

## Similar Programs

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

The following similar programs are currently offered by institutions in the Inter-mountain region:

- Snow College has a Bachelor of Music with an emphasis in Commercial Music.
- Utah Valley University has a Bachelor of Music in Commercial Music with tracks in media composition and music technology and production.

SUU's proposed program, along with the other two bachelor degrees with the Inter-mountain region, have developed distinct programs prompted by the unique aspects of their area. With the new addition of SUU's BFA in Filmmaking, flourishing performing arts study in music, theatre, and dance, along with the Utah Shakespeare Festival, the program will create unique collaborative opportunities for in-house learning and will be the only degree of its kind in the southern Utah region.

## Collaboration with and Impact on Other USHE Institutions

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higher.utah.org/policies/policy315/](http://higher.utah.org/policies/policy315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

The proposed program is not intended nor developed to be delivered online outside SUU's designated service area. Undergraduate enrollments in the BM in Commercial Music at Snow College and Utah Valley University appear healthy, and the proposed degree should not negatively impact other programs as SUU serves a different constituency and the needs of its region.

## External Review and Accreditation

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

SUU's Master of Music Technology degree past and present faculty with a wide range of industry knowledge and experience provided input, critique and contributed considerably to the development of the degree.

SUU has been an accredited member of the National Association of School of Music (NASM) for nearly 30 years and in order to remain in compliance with Rules of Practice, a "Plan Approval" for the BM in Commercial Music will be submitted to the Commission of Accreditation and reviewed during their June meeting. SUU has a long-standing relationship with NASM, and this degree will not advance without its approval.

Cost: NASM assesses annual dues based on student FTE and graduate versus undergraduate curricula. The projected enrollment for this degree keeps SUU within its current FTE threshold and therefore no additional costs will be required.

## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

A Bachelor of Music (BM) degree is considered a professional degree and according to policy described in R401-3.1.51, it may exceed the maximum 126 credit hours. However, with the goal to not increase time toward graduation, SUU's proposed BM in Commercial Music does not exceed 120 credits for graduation. A minimum grade of "C" (2.0 or above) must be earned in each course within the degree before it can be counted toward graduation.

### Admission Requirements

*List admission requirements specific to the proposed program.*

Students will demonstrate levels of competency on at least one musical instrument before admittance. A governing body of faculty will determine student competency levels through an audition process. Admission requirements will be aligned with NASM standards to ensure student readiness for the program. All entering students must meet the university admission requirements.

### Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The bachelor of Music in Commercial Music will be housed in the Music Department within the College of Performing and Visual Arts. All administrative structures are in place to oversee and deliver the program.

The new program enrollments are anticipated to grow for the first three to four years and plateau at approximately 50 undergraduate majors. Core courses in Music Theory, Aural Skills, Conducting, and Applied Music will need additional sections as enrollment increases. A number of students (approximately 10) currently enrolled in music degrees have expressed interest

in changing majors once the Commercial Music Degree is approved.

## **Faculty**

*Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

Southern Utah University supports faculty development and engagement in creative/scholarly activities. Faculty in the commercial music program will receive assistance in faculty development from the following sources:

-The Faculty Scholarly Support Fund (FSSF) has a primary goal to promote scholarship and professional activity of faculty to develop as scholars and artists. The funding supports faculty projects and/or travel to participate in scholarly/creative activities in professional forums.

-The Faculty Development Support Fund (FDSF) supports pedagogical and professional development (i.e. travel to pedagogical/teaching conferences, pedagogical training and certification, professional conference attendance (without a presentation), workshop attendance, and classroom supplies and equipment.)

-SUU supports a Faculty Center for Excellence for Teaching and Learning, which provides faculty, among other services, a series of orientation and training meetings during the first year at the institution. In addition, new faculty are paired with faculty members from their individual departments who meet with them regularly for peer mentoring.

The significant growth of the Master of Music Technology degree warranted an additional faculty line that has been approved to teach in both the graduate and undergraduate programs. This position will oversee the Center for Music Technology in addition to teaching responsibilities in the commercial music degree. In addition, a recent retirement of a full-time faculty member has provided opportunity for a replacement with credentials and time allotted to also teach in the commercial music program. The degree makes use of current core courses taught by full-time faculty who will continue their role in the department and properly credentialed adjunct faculty will also contribute to the program. If the program continues to grow beyond projections, additional faculty will need to be hired to maintain faculty/student ratios and instructional quality.

## **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

Existing administrative staff in the Department of Music will be sufficient to support this program.

## **Student Advisement**

*Describe how students in the proposed program will be advised.*

SUU's Student Success Advisors will advise students through the BM curriculum. Two full-time academic advisors serve the College of Performing and Visual Arts. Faculty will also assist in advising students as is the current practice.

## **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

Sherratt Library currently provides digital content relevant to the degree through:

1. Nexis Uni - Legal issues relating to music, performance, and recording copyright, contract, and case law (university platform for LexisNexis)
2. Business Source Premier - Includes the music performance and recording industries as American business sectors
3. Fine Art and Music Collection (Gale) - Specialized database in visual and performing arts
4. Naxos Music Library (Naxos) - Performances from the Naxos music label

5. Naxos Musicology (Naxos) - an open publication of music related comment and scholarship

General database subscriptions with applicable content include:

1. Academic Search Ultimate (Ebsco) - Undergraduate research database
2. JSTOR - Scholarly study of music across all periods
3. MasterFILE Complete (Ebsco) - Popular magazines and trade journals in a wide variety of fields
4. ProjectMUSE - Current John Hopkins University Press journals for music and musicology

Topical database subscriptions with limited applicable content include:

1. Communication & Mass Media Complete (Ebsco)
2. Sage Premier (Sage)

Resources not currently available but being requested includes:

1. Music Periodical Database (ProQuest) - Online collection of music and recording industry magazines, trade journals, and newsletters
2. Music Online: Listening (ProQuest) - The resource includes "American Music." This might be offset by availability of another resource.

Funding for these is being requested through this application.

## **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## **Section VI: Program Evaluation**

### **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

Program Goals:

Goal 1: Provide students with a relevant and current curriculum that meets or exceeds national standards.

Goal 2: Provide opportunities for students to engage in collaborative processes, providing a broader experience in developing and creating music.

Goal 3: Prepare graduates who are competitive in their qualifications to be employed and have career success in commercial music industries and organizations.

Goal 4: Instill in students professional attitudes and values of the commercial music field, including the collaborative process, meeting deadlines, and professional responsibility.

Goal 5: Ensure students master key elements in the production and performance of commercial music.

Program Assessment:

The following forms of assessment will be used to evaluate the program:

1. An Annual Unit Effectiveness Plan (UEP) outlined by SUU procedures, will be completed that assesses program goals, alignment with SUU's strategic plan, use of high impact practices, enrollment growth, course DWF rates, retention rate, graduation rate, degrees awarded, average credit hours to degree completion, job placement rate, efficiency (SCH productivity, funding per student FTE, etc.) and other notable efforts and accomplishments.

2. A final recital/project will be assessed by subject matter expert professors. A Music Gateway evaluation will occur at the end of the sophomore year, juried by qualified faculty. Students will perform juries at the end of each semester of applied music for

faculty evaluation of student progress.

3. Student course evaluations will be conducted at the end of each semester of each course along with an exit survey upon graduation to guide instruction, program development, and delivery.

### **Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

1. Students will be able to use appropriate terminology and applications in commercial music technology, research, and practice, demonstrating an understanding of the field of commercial music. (NASM Handbook 2019-20 Essential Competencies IX.G.a(1,2))
2. Students will be able to use recording equipment and sound processing software and work in a recording studio or digital work station. (NASM Handbook 2019-20 Essential Competencies IX.G.A(5,6))
3. Students will be familiar with, and be able to work and problem solve in various areas of commercial music including the creation, performance, recording, sound processing, work flow, and production of commercial music. (NASM Handbook 2019-20 Essential Competencies IX.G.a(3,4))
4. Students will be able to produce professional-standard work in one or more aspects of commercial music, i.e. performance, sound recording and processing, etc. (NASM Handbook 2019-20 Essential Competencies IX.G.a(7,11))
5. Students will have essential musicianship skills and a knowledge of history and theory relating to commercial music. (NASM Handbook 2019-20 Essential Competencies IX,G.a(5,9))

These educational outcomes, competencies, and skills described above will be assessed by multiple methods including end of semester juries, course projects, exams, essays, student collaborations, senior projects/recitals, performances, etc.

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
<b>General Education Credit Hour Sub-Total</b>					35
Required Courses					
+	-	MUSC 1110		Music Theory I	3
+	-	MUSC 1120		Music Theory II (Musical Theatre/Popular Music focus)	3
+	-	MUSC 2110		Music Theory III (Commercial/Popular Music)	3
+	-	MUSC 2120	×	Music Theory IV (Jazz Music)	3
+	-	MUSC 1130		Aural Skills I	1
+	-	MUSC 1140		Aural Skills II	1
+	-	MUSC 2130		Aural Skills III (Commercial/Popular Music)	1
+	-	MUSC 2140		Aural Skills IV (Improvisation Based)	1
+	-	MUSC 3070		Form and Analysis (Commercial Music)	3
+	-	MUSC 2350		Fundamentals of Conducting	2
Choose      of the following courses:					
+	-				
+	-	MUSC 3530	×	Jazz Music History	3
+	-	MUSC 3540	×	Popular Music History	3
+	-	MUSC 3550	×	Survey of Classical Music	3
+	-	MUSC 1410		Applied Music	4
+	-	MUSC 2410		Applied Music	4
+	-	MUSC 3410		Applied Music	4
+	-	MUSC 4410		Applied Music	4
+	-	MUSC 3800		Junior Recital	0
+	-	MUSC 3XXX		Large Ensemble	6
+	-	MUSC 5180		Survey of Music Technology	3
+	-	MUSC 4323		Audio Recording I (Cross list with MMT class)	3
+	-	MUSC 4303		Live Sound/Concert Production (Cross list with MMT class)	3
+	-	MUSC 2150	×	Improvisation I	2
+	-	MUSC 4350		Advanced Conducting (Studio)	3
+	-	MUSC 4353		Music Business/Brand Promotion (Cross list with MMT class)	3
+	-	MUSC 4800		Senior Recital	0
+	-	MUSC 3390		Alternate Currents (two semesters)	4
+	-	MUSC 3550		Digital Music Notation [cross list with MMT class]	3
<b>Required Course Credit Hour Sub-Total</b>					76

		Course Number	NEW Course	Course Title	Credit Hours
Elective Courses					
+	-	MUSC 3420	×	Songwriting	3
+	-	FILM 3600		Sound Design/Recording	3
+	-	MUSC 3430	×	Audio Recording Techniques	3
+	-	MUSC 4440	×	Advanced Audio Productions	3
+	-	MUSC 4420	×	Commercial Composition	3
+	-	MUSC 3330		Jazz Ensemble	1
+	-	MUSC 4060		Orchestration and Arranging (Studio)	3
+	-	MUSC 3150	×	Recording Studio Operations	3
Choose					of the following courses:
+	-				
+	-				
Choose					of the following courses:
+	-				
+	-				
Choose					of the following courses:
+	-			Free Electives	5
+	-				
<b>Elective Credit Hour Sub-Total</b>					<b>9</b>
<b>Core Curriculum Credit Hour Sub-Total</b>					<b>120</b>

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

General Education 30 credits

Music Core 46 credits

Commercial Music Requirements 30 credits

Music Electives 9

Free Electives 5

All music majors, including majors in the new Commercial Music degree, are required to take core courses in music theory, aural skills, conducting, and music history. Supportive courses in applied music, ensembles, and courses germane to the commercial music field will be required to prepare students in the industry. Additional electives will allow students to tailor their degrees and focus on areas of interest within commercial music.

The curriculum aligns with NASM percentage recommendations as follows:

Music Technology Studies: 25-35% (New degree=31.5%)\*

Supportive Courses: 25%-35%, (New degree=32.5%)

General Studies: 25-35%, (New degree=25%)

Elective courses (New Degree=11.5%)\*

Total music credits must be above 68 (total music credits=85)

\*Numbers are rounded to nearest .5 percentage points.

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://highereducation.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

<b>First Year Fall</b>	<b>Cr. Hr.</b>	<b>First Year Spring</b>	<b>Cr. Hr.</b>
MUSC 0990 Recital Attendance	0	MUSC 0990 Recital Attendance	0
MUSC 1110 Music Theory I	3	MUSC 1120 Music Theory II (Musical/Pop)	3
MUSC 1130 Aural Skills I	1	MUSC 1140 Aural Skills II	1
MUSC 1410 Applied Music	2	MUSC 1410 Applied Music	2
MUSC 3320, 3350, 3360, 3380 Large Ensemble	1	MUSC 3320, 3350, 3360, 3380 Large Ensemble	1
General Education/Elective Courses	8	General Education/Elective Courses	8
<b>Total</b>	15	<b>Total</b>	15
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
MUSC 0990 Recital Attendance	0	MUSC 0990 Recital Attendance	0
MUSC 2110 Music Theory III (Commercial)	3	MUSC 3120 Music Theory IV (Jazz Music)	3
MUSC 2130 Aural Skills III (Commercial/ Popular)	1	MUSC 3140 Aural Skills IV (Improvisation-based)	1
MUSC 2410 Applied Music	2	MUSC 2410 Applied Music	2
MUSC 3320, 3350, 3360, 3380 Large Ensemble	1	MUSC 3320, 3350, 3360, 3380 Large Ensemble	1
MUSC 2350 Fundamentals of Conducting	2	MUSC 2150 Improvisation I	2
General Education/Elective Courses	6	MUSC 3550 Digital Music Notation	3
		General Education/Elective Courses	3
<b>Total</b>	15	<b>Total</b>	15
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
MUSC 0990 Recital Attendance	0	MUSC 0990 Recital Attendance	0
MUSC 3550 Survey of Classical Music	3	MUSC 3540 Popular Music History	3
MUSC 3410 Applied Music	2	MUSC 3151 Recording Studio Operations	3
MUSC 3320, 3350, 3360, 3380 Large Ensemble	1	MUSC 3320, 3350, 3360, 3380 Large Ensemble	1
MUSC 4180 Survey of Music Technology	2	MUSC 3410 Applied Music	2
MUSC 4350 Advanced Conducting (Studio)	2	MUSC 3390 Alternate Currents	1
General Education/Elective Courses	4	MUSC 3800 Junior Recital	0
MUSC 3390 Alternate Currents	1	General Education/Elective Courses	5
<b>Total</b>	15	<b>Total</b>	15
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
MUSC 0990 Recital Attendance	0	MUSC 0990 Recital Attendance	0
MUSC 3530 Jazz Music History	3	MUSC 4800/4900 Senior Recital/Capstone	2
MUSC 3070 Form and Analysis (Jazz)	3	Free Electives	6
MUSC 4323 Audio Recording	3	MUSC 3390 Alternate Currents	1
MUSC 4303 Live Sound/Concert Production	3	MUSC 4410 Applied Music	2
MUSC 3390 Alternate Currents	1	General Education/Elective Courses	1

MUSC 4410 Applied Music	2	MUSC 4353 Music Business/Brand Promo	3
<b>Total</b>	15	<b>Total</b>	15



	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
	Kara	Barney	Other	MA	Marshall University	12.5%	Adjunct
	Jackie	Jackson	Other	BA	Southern Utah State College	12.5%	Adjunct
	Terri	Metcalfe-Peterson	Other	MM	University of Northern Colorado	12.5%	Adjunct
	Brian	Boland	Other	BM	William Patterson College	12.5%	Adjunct
	Mark	Stephenson	Other	MM	University of Memphis	12.5%	Adjunct
	Roland	Stearns	Other	PHD	Texas Tech University	12.5%	Adjunct
	Lindsay	Szczesny	Other	BME	Utah State University	12.5%	Adjunct
	Lindsey	O'Conner	Other	DMA	University of Nebraska	12.5%	Adjunct
	Jessika	Soli	Other	BM	University of Utah	12.5%	Adjunct
	Maria	Pisarenko	Other	DMA	University of Nevada Las Vegas	12.5%	Adjunct
	Shannon	Birch	Other	MM	Brigham Young University	12.5%	Adjunct
	Tracey	Bradshaw	Other	BM	Brigham Young University	12.5%	Adjunct
	Virginia	Stitt	Other	DMA	University of Iowa	12.5%	Adjunct
	Ben	Bradshaw	Other	DMA(ABD)	Indiana University	12.5%	Adjunct

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	100	105	110	115	120	125
# of Majors in Proposed Program(s)	////	15	20	25	30	30
# of Graduates from Department	10	10	10	15	20	20
# Graduates in New Program(s)	////	0	0	5	15	15
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)		\$40,000	\$12,000	\$13,000		
Other:						
<b>TOTAL PROGRAM EXPENSES</b>	////	\$40,000	\$12,000	\$13,000		
<b>TOTAL EXPENSES</b>	\$0	\$40,000	\$12,000	\$13,000		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation		\$10,000	\$10,000	\$10,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees		\$5,870	\$8,805	\$11,740		
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$15,870	\$18,805	\$21,740		
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$15,870	\$18,805	\$21,740		
<b>Difference</b>						
Funding - Expense	\$0	(\$24,130)	\$6,805	\$8,740		

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

Requested funds will be utilized for equipment and software upkeep and replacement to keep our Center for Music Technology current. This will provide students access to current technology in the field.

**Part III: Describe funding sources**

**Revenue Narrative 1**

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

With the growth of the Music Technology area, an additional faculty line has been approved to teach in both the Master of Music Technology degree and the proposed undergraduate Commercial Music degree. The only impact on existing programs is improvement in the Master of Music Technology degree. Additionally, One-quarter time of the position replacing the retired faculty member will be assigned to commercial music.

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

Other than resources describe above, no new funding resources are planned.



INVESTMENT REPORT

June 30, 2021

- Page 2 - Summarized Investment Balances and Asset Mix
- Pages 3-4 - Summary Report of Investment Activity and Income
- Pages 5-6 - Detail of Current Month Transactions
- Pages 7-13 - Investment Portfolio

Prepared by:  
 Melanie Orton/Accounting Manager  
 7/7/2021

Public Treasurer's Assertion

To the best of my knowledge, the University is in compliance with the State Money Management Act, the Rules of the State Money Management Council, the Uniform Prudent Management of Institutional Funds Act, Board of Regents Policy R541, and Southern Utah University's Investment Policy 10.12.

 10/22/21

A. Mitchell Bealer  
 Public Treasurer  
 Date

 11/1/21

Marvin L. Dodge  
 Vice President of Finance & Administration  
 Date

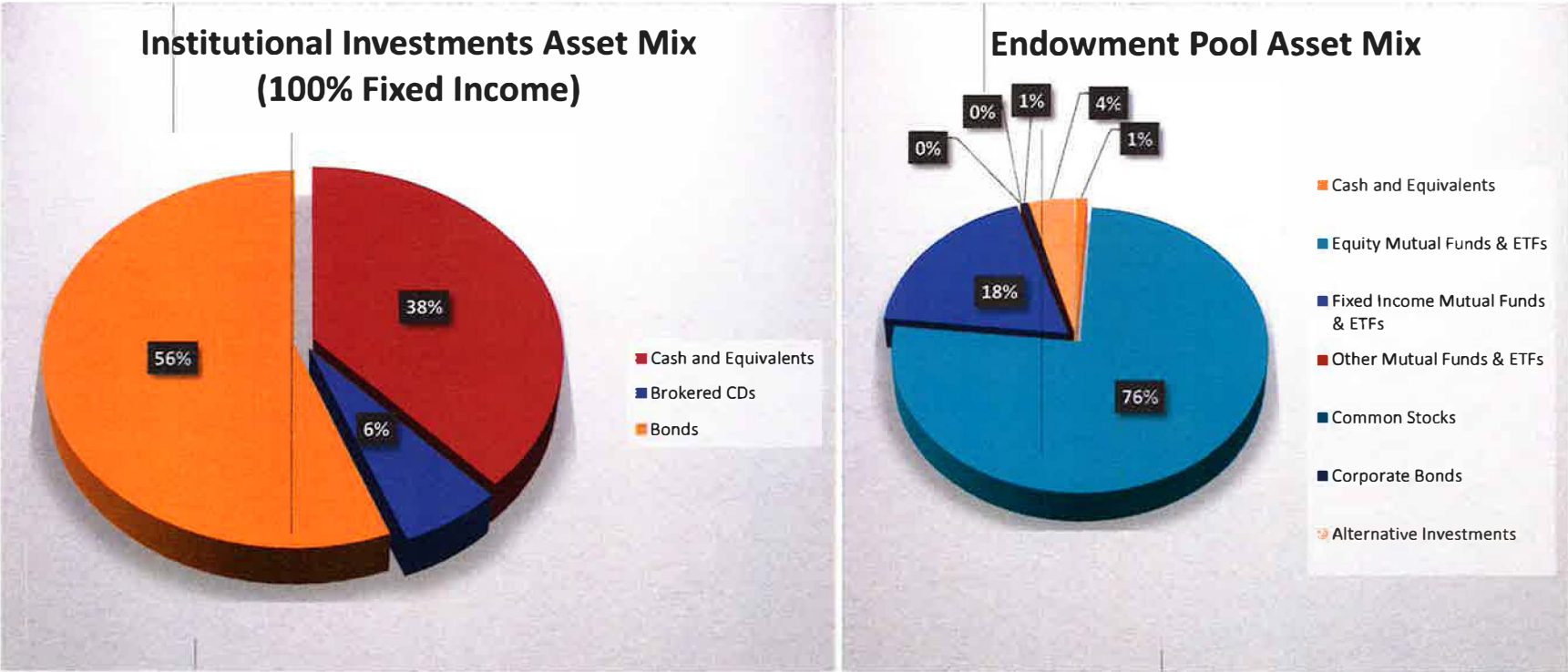
 11/16/21

Mindy Benson  
 Interim President  
 Date

Summarized Investment Balances and Asset Mix  
For The Month Ended June 30, 2021

Investment Pool	INVESTMENT BALANCES BY CUSTODIAN (Market Value)					TOTAL
	Moreton Capital Markets	Soltis Investment Advisors	State Treasurer	State Bank of Southern Utah		
Cash Management Pool	\$ 52,828,296	\$ -	\$ 32,366,657	\$ -		\$ 85,194,953
Endowment Pool	9,723,745	25,338,521	-	1,205,620 *		36,267,886
Trust Fund Pool	806,018	-	-	-		806,018
Debt Service Pool	-	-	1,069,486	-		1,069,486
Ending Monthly Balance	<b>\$ 63,358,059</b>	<b>\$ 25,338,521</b>	<b>\$ 33,436,143</b>	<b>\$ 1,205,620</b>		<b>\$ 123,338,342</b>

\* This is a private equity stock that is recorded at book value rather than market value





Summary Report of Investment Activity and Income  
For The Month Ended June 30, 2021

INVESTMENT ACTIVITY										
Cash Management Pool										
	Moreton Capital		State							
	Markets		Treasurer		TOTAL					
Beginning Balance	\$	52,872,269	\$	35,856,184	\$ 88,728,453					
Cash Transfers In		2,999,679		800,000	3,799,679					
Cash Transfers Out		(3,055,010)		(4,300,000)	(7,355,010)					
Interest Received		56,473		10,473	66,946 <sup>a</sup>					
Acquisitions		1,499,625			1,499,625					
Dispositions		(1,500,000)			(1,500,000)					
Expenses		(54)			(54)					
Market Value Change		(44,686)			(44,686)					
<b>Cash Management Pool Ending Balance</b>	<b>\$</b>	<b>52,828,296</b>	<b>\$</b>	<b>32,366,657</b>	<b>\$ 85,194,953</b>					
Endowment Pool										
	Moreton Capital		Soltis Investment	Soltis Investment	State Bank of					
	Markets		Advisors (SUU)	Advisors (ISG)	Southern Utah	TOTAL				
Beginning Balance	\$	9,652,187	\$	24,843,834	\$	117,517	\$	1,205,620	\$	35,819,158
Cash Transfers In		-		-		-		-		-
Cash Transfers Out		(24,487)		(200,000)		-		-		(224,487)
Dividends/Capital Gains		24,495		52,375		50		-		76,920 <sup>b</sup>
Interest Received		-		-		-		-		- <sup>a</sup>
Acquisitions		-		200,000		-		-		200,000
Securities Transferred In		-		(4,538)		-		-		(4,538)
Dispositions		-		-		-		-		-
Realized Gains/(Losses) on Dispositions		-		-		-		-		- <sup>c</sup>
Expenses		-		-		-		-		-
Market Value Change		71,550		329,669		(386)		-		400,833
<b>Endowment Pool Ending Balance</b>	<b>\$</b>	<b>9,723,745</b>	<b>\$</b>	<b>25,221,340</b>	<b>\$</b>	<b>117,181</b>	<b>\$</b>	<b>1,205,620</b>	<b>\$</b>	<b>36,267,886</b>
Trust Fund Pool										
	Moreton Capital									
	Markets					TOTAL				
Beginning Balance	\$	800,109				\$ 800,109				
Cash Transfers In		-				-				
Cash Transfers Out		-				-				
Dividends/Capital Gains		1,274				1,274 <sup>b</sup>				
Acquisitions		-				-				
Dispositions		-				-				
Realized Gains/Losses on Dispositions		-				- <sup>c</sup>				
Expenses		-				-				
Market Value Change		4,634				4,634				
<b>Trust Fund Pool Ending Balance</b>	<b>\$</b>	<b>806,018</b>				<b>\$ 806,018</b>				



Summary Report of Investment Activity and Income  
For The Month Ended June 30, 2021

Debt Reserves Pool	
	<b>TOTAL</b>
Beginning Balance	\$ 1,069,045
Cash Transfers Out	-
Interest Earnings	441 <sup>a</sup>
<b>Debt Reserves Pool Ending Balance</b>	<b>1,069,486</b>
<b>Total Investment Pools Ending Balance \$ 123,338,342</b>	

Investment Income			
	Current Month	YTD	
Interest Received	\$ 67,387		sum of a
Additional Interest Accrued	18,515		
Total Interest Income	85,902	\$ 786,218	
Dividends	78,194	901,657	sum of b
Gains/Losses on Sale		(151,937)	sum of c
Investment Income	\$ 164,096	\$ 1,535,938	



Detail of Current Month Transactions  
For The Month Ended June 30, 2021

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
<b>Public Treasurer's Investment Fund (PTIF)</b>					
PTIF Deposits	\$ 800,000	\$ -	\$ -	\$ -	800,000
PTIF Withdrawals	(4,300,000)	-	-	-	(4,300,000)
Interest Revenue	10,473	-	-	-	10,473
<b>Total PTIF</b>	<b>(3,489,527)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(3,489,527)</b>
<b>Moreton Capital Markets</b>					
Bond Interest Revenue	56,473	-	-	-	56,473
Sales proceeds on Bond redemption	1,500,000	-	-	-	1,500,000
International program fee reimbursements	-	-	-	-	-
Deposits to purchase securities	1,499,679	-	-	-	1,499,679
Funds used to purchase securities	(1,499,625)	-	-	-	(1,499,625)
Cash transferred to SUU	(1,555,385)	-	-	-	(1,555,385)
Lloyds Bond Redeemed	(1,500,000)	-	-	-	(1,500,000)
Federal Home Loan Bond Purchased Less Discount	1,499,625	-	-	-	1,499,625
International Program Fees	(54)	-	-	-	(54)
Decrease in market value of securities	(44,686)	-	-	-	(44,686)
<b>Sub-Total Moreton Capital Markets</b>	<b>(43,973)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(43,973)</b>
Cash proceeds from sale of ETFs/Mutual Funds	-	-	-	-	-
Dividend/Capital Gain Revenue-Cash	-	20,257	-	-	20,257
Dividends/Capital Gains Reinvested	-	4,238	-	-	4,238
Funds used to purchase securities	-	(4,238)	-	-	(4,238)
Cash transferred to SUU	-	(20,249)	-	-	(20,249)
Net Realized Gain on Sale of Securities	-	-	-	-	-
Increase in market value of securities	-	71,550	-	-	71,550
<b>Sub-Total Moreton Capital Markets</b>	<b>-</b>	<b>71,558</b>	<b>-</b>	<b>-</b>	<b>71,558</b>
Cash proceeds from sale of ETFs/Mutual Funds	-	-	-	-	-
Dividend/Capital Gain Revenue-Cash	-	-	1,274	-	1,274
Dividends/Capital Gains Reinvested	-	-	-	-	-
Cash transferred to SUU	-	-	-	-	-
Net Realized Loss on Sale of Securities	-	-	-	-	-
Decrease in market value of securities	-	-	4,634	-	4,634
<b>Sub-Total Moreton Capital Markets</b>	<b>-</b>	<b>-</b>	<b>5,909</b>	<b>-</b>	<b>5,909</b>
<b>Total Moreton Capital Markets</b>	<b>(43,973)</b>	<b>71,558</b>	<b>5,909</b>	<b>-</b>	<b>33,493</b>



Detail of Current Month Transactions  
For The Month Ended June 30, 2021

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
<b>Soltis Investment Advisors</b>					
Cash deposits to purchase new securities		-			-
Cash proceeds from sale of securities		-			-
Dividends/Capital Gains Revenue-Cash		52,375			52,375
Dividends/Capital Gains Reinvested		(4,538)			(4,538)
Interest Revenue-Cash		-			-
Funds used to purchase securities		(200,000)			(200,000)
Cash transferred to SUU		-			-
Morgan Stanley Bond Purchased		200,000			200,000
Net Realized Gain on Sale of Securities		-			-
Fees		-			-
Fee Reimbursement		-			-
Decrease in market value of securities		329,669			329,669
<b>Sub-Total Soltis Investment Advisors-SUU Share</b>	-	<b>377,506</b>	-	-	<b>377,506</b>
Cash proceeds from sale of ETFs/Mutual Funds		-			-
Fee Reimbursement		-			-
Dividend Revenue-Cash		50			50
Cash to purchase ETF		-			-
Net Realized Loss on Sale of Securities		-			-
Decrease in market value of securities		(386)			(386)
<b>Sub-Total Soltis Investment Advisors-ISG Share</b>	-	<b>(336)</b>	-	-	<b>(336)</b>
<b>Total Soltis Investment Advisors</b>	-	<b>377,170</b>	-	-	<b>377,170</b>
<b>Alternative Investments (State Bankcorp Stock)</b>					
Increase in market value of securities		-			-
Dividend Revenue-Cash		-			-
<b>Total Alternative Investments (State Bancorp Stock)</b>	-	-	-	-	-
<b>Public Treasurer's Investment Fund - Debt Reserves</b>					
Dividend Revenue-Cash				441	441
Funds transferred in to pay debt service				-	-
Funds transferred out to pay debt service				-	-
<b>Total Public Treasurer's Investment Fund - Debt Reserves</b>	-	-	-	<b>441</b>	<b>441</b>
<b>Net Increase (Decrease) in Investments</b>	<b>\$ (3,533,500)</b>	<b>\$ 448,728</b>	<b>\$ 5,909</b>	<b>\$ 441</b>	<b>\$ (3,078,423)</b>

Investment Portfolio  
 For The Month Ended June 30, 2021

**CASH MANAGEMENT PORTFOLIO**

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>PUBLIC TREASURER'S INVESTMENT FUND (PTIF)</b>					
Public Treasurer's Investment Fund (PTIF)	0.363%	N/A	\$ 32,366,657.27	\$ 32,366,657.27	\$ -
<b>MORETON CAPITAL MARKETS</b>					
<b>Cash and Money Market:</b>					
Cash Management Cash			\$ 1,836.04	\$ 1,836.04	\$ -
Cash Management Money Market	0.0000%	N/A	-	-	-
Total Cash and Money Market			\$ 1,836.04	\$ 1,836.04	\$ -
<b>Fixed Income Investments:</b>					
<b>Brokered Certificates of Deposit:</b>					
Bridgewater BK Bloomington Minnesota	1.8391%	10/28/2021	\$ 239,000.00	\$ 240,410.10	\$ 1,410.10
Synchrony Bank Retail	1.6916%	11/4/2021	80,958.42	81,402.57	444.15
Live Oak Banking Company	1.8370%	11/22/2021	240,000.00	241,704.00	1,704.00
Landmark Community Bank	1.8776%	2/23/2022	240,000.00	242,868.00	2,868.00
Ally BK Midvale Utah	1.9583%	8/15/2022	240,000.00	245,109.60	5,109.60
Citibank National Association Pasadena California	1.9097%	8/23/2022	240,000.00	245,064.00	5,064.00
Firstier BK Kimball Nebraska	1.8347%	8/23/2023	240,000.00	248,544.00	8,544.00
Merrick BK South Jordan Utah	1.8674%	2/28/2024	240,000.00	250,622.40	10,622.40
Capital One National Association McClean	1.9905%	8/14/2024	240,000.00	253,200.00	13,200.00
Capital One BK USA National Association	1.9905%	8/14/2024	240,000.00	253,200.00	13,200.00
Enerbank USA Salt Lake City Utah	1.8565%	8/15/2024	240,000.00	252,086.40	12,086.40
CFBank Fairlawn Ohio	1.7663%	8/19/2024	240,000.00	251,366.40	11,366.40
Medallion BK Salt Lake City Utah	1.8114%	8/19/2024	240,000.00	251,740.80	11,740.80
Washington Federal Seattle	1.8558%	8/28/2024	240,000.00	252,184.80	12,184.80
Preferred BK Los Angeles California	1.8107%	8/30/2024	240,000.00	251,832.00	11,832.00
Morgan Stanley Pvt Bk	1.7590%	2/6/2025	240,000.00	252,415.20	12,415.20
Morgan Stanley NK N A	1.7590%	2/6/2025	240,000.00	252,415.20	12,415.20
Salle Mae BK Murray Utah	0.6460%	7/29/2025	240,000.00	241,502.40	1,502.40
State BK India New York NY	0.6460%	7/30/2025	240,000.00	241,492.80	1,492.80
Texas Exchange BK Crowley	0.6525%	2/26/2026	240,000.00	239,073.60	(926.40)
JP Morgan Chase Co	0.8482%	4/30/2026	240,000.00	240,499.20	499.20
SunWest Bank Irvine California	0.7035%	4/30/2026	240,000.00	238,790.40	(1,209.60)
Total Certificates of Deposit			\$ 5,119,958.42	\$ 5,267,523.87	\$ 147,565.45

Investment Portfolio  
For The Month Ended June 30, 2021

**CASH MANAGEMENT PORTFOLIO (continued)**

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>Bonds, Notes &amp; Bills:</b>					
Barclays (\$1,000,000 Par)	2.1979%	8/24/2021	\$ 1,000,252.58	\$ 1,000,500.00	\$ 247.42
American Express (\$1,000,000 Par)	0.7938%	11/5/2021	1,000,783.59	1,001,520.00	736.41
American Express (\$1,500,000 Par)	0.7938%	11/5/2021	1,481,673.39	1,502,280.00	20,606.61
Federal Farm Credit Bank (\$2,300,000 Par)	1.7478%	11/29/2021	2,299,636.31	2,316,054.00	16,417.69
Sumitomo Mitsubishi (\$1,008,000 Par)	1.1516%	1/11/2022	1,010,183.26	1,012,727.52	2,544.26
American Honda Fin Group (\$1,000,000 Par)	0.6454%	2/15/2022	995,477.55	1,002,530.00	7,052.45
Union Bank Floater (\$1,050,000 Par)	0.7725%	3/7/2022	1,051,433.19	1,053,381.00	1,947.81
Union Bank Floater (2) (\$1,265,000 Par)	0.7725%	3/7/2022	1,267,248.19	1,269,073.30	1,825.11
Citibank (\$1,000,000 Par)	1.1279%	4/25/2022	999,841.96	1,006,280.00	6,438.04
Royal Bank of Canada (\$1,000,000 Par)	0.6444%	4/29/2022	972,042.67	1,004,030.00	31,987.33
Sumitomo Mitsubishi (\$3,000,000 Par)	0.9606%	7/12/2022	3,012,931.07	3,019,980.00	7,048.93
Mitsubishi (\$1,000,000 Par)	0.9578%	7/25/2022	989,966.80	1,007,500.00	17,533.20
Mizuho (\$1,000,000 Par)	1.0476%	9/11/2022	989,206.62	1,008,960.00	19,753.38
Bank America Corporation (\$2,525,000 Par)	1.3614%	10/21/2022	2,548,745.07	2,533,610.25	(15,134.82)
Toronto Dominion Bank (\$1,000,000 Par)	0.7150%	12/1/2022	976,461.79	1,006,950.00	30,488.21
JP Morgan (\$1,440,000 Par)	1.1766%	1/15/2023	1,452,300.91	1,447,862.40	(4,438.51)
JP Morgan (\$1,000,000 Par)	1.1766%	1/15/2023	1,008,506.39	1,005,460.00	(3,046.39)
Bank America Corporation (\$1,100,000 Par)	1.3402%	1/20/2023	1,093,500.71	1,106,424.00	12,923.29
Goldman Sachs Group (\$1,000,000 Par)	0.9169%	2/23/2023	968,070.41	1,008,860.00	40,789.59
Mitsubishi (\$1,000,000 Par)	0.9199%	3/2/2023	987,015.01	1,008,790.00	21,774.99
Mizuho Fin Group (\$1,000,000 Par)	0.9740%	3/5/2023	989,939.54	1,009,190.00	19,250.46
Mizuho Fin Group (\$1,600,000 Par)	0.9740%	3/5/2023	1,591,437.50	1,614,704.00	23,266.50
Canadian Imperial Bank (\$1,500,000 Par)	0.8813%	3/17/2023	1,480,347.33	1,514,850.00	34,502.67
Banco Santander SA (\$1,000,000 Par)	1.2894%	4/12/2023	1,011,223.59	1,013,660.00	2,436.41
JP Morgan Chase & Company (\$1,500,000 Par)	2.7238%	4/25/2023	1,540,965.48	1,528,770.00	(12,195.48)
American Honda Fin Group (\$1,500,000 Par)	0.5627%	5/10/2023	1,484,130.15	1,506,015.00	21,884.85
Citigroup Inc (\$1,000,000 Par)	1.1163%	7/24/2023	1,006,274.07	1,007,830.00	1,555.93

Investment Portfolio  
 For The Month Ended June 30, 2021

## CASH MANAGEMENT PORTFOLIO (continued)

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>Bonds, Notes &amp; Bills:</b>					
Citigroup Inc (\$1,000,000 Par)	1.5974%	9/1/2023	1,019,475.16	1,014,120.00	(5,355.16)
Morgan Stanley (\$1,500,000 Par)	1.5498%	10/24/2023	1,531,200.05	1,524,390.00	(6,810.05)
Wells Fargo Company (\$1,000,000 Par)	1.3956%	10/31/2023	1,528,257.74	1,520,850.00	(7,407.74)
Federal Home Loan Bank Mtg Bank (\$1,000,000 Par)	0.6556%	10/27/2025	997,086.25	991,480.00	(5,606.25)
Federal Home Loan Bank (\$1,000,000 Par)	0.6586%	2/24/2026	991,878.09	986,870.00	(5,008.09)
Federal Home Loan Bank (\$1,000,000 Par)	0.6564%	2/26/2026	993,250.01	990,290.00	(2,960.01)
Federal Home Loan Bank (\$1,000,000 Par)	0.8034%	3/10/2026	999,064.23	995,780.00	(3,284.23)
Farmer Mac (\$520,000 Par)	0.8309%	3/27/2026	520,000.00	519,459.20	(540.80)
Federal Home Loan Bank (\$2,000,000 Par)	0.9003%	3/30/2026	2,000,000.00	1,999,420.00	(580.00)
Federal Home Loan Bank (\$1,500,000 Par)	0.8509%	3/30/2026	1,499,625.22	1,498,485.00	(1,140.22)
Total Bonds, Notes and Bills			\$ 47,289,431.88	\$ 47,558,935.67	\$ 269,503.79
Total Fixed Income Investments			\$ 52,411,226.34	\$ 52,828,295.58	\$ 417,069.24
<b>Total Cash Management Portfolio-Moretton Capital Markets</b>			<b>\$ 52,411,226.34</b>	<b>\$ 52,828,295.58</b>	<b>\$ 417,069.24</b>
<b>TOTAL CASH MANAGEMENT PORTFOLIO</b>			<b>\$ 84,777,883.61</b>	<b>\$ 85,194,952.85</b>	<b>\$ 417,069.24</b>

Investment Portfolio  
 For The Month Ended June 30, 2021

**ENDOWMENT POOL**

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>MORETON CAPITAL MARKETS</b>					
<b>Cash and Money Market:</b>					
Endowment Cash			\$ -	\$ -	\$ -
US Govt Money Market Fund	\$ 1.00	187,167	187,166.50	187,166.50	-
Total Cash and Money Market			\$ 187,166.50	\$ 187,166.50	\$ -
<b>Equity Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
Ishares Core S&P Mid-Cap ETF	\$ 192.18	1,525.000	\$ 293,072.70	\$ 409,813.25	\$ 116,740.55
Ishares Core S&P 500 ETF	271.30	2,530.000	686,396.20	1,087,697.60	401,301.40
Ishares: Russell Mid-Cap Growth ETF	44.92	5,596.000	251,377.00	633,467.20	382,090.20
Ishares: S&P 600 Small Cap Value Index ETF	56.24	4,452.000	250,391.00	469,374.36	218,983.36
Ishares: S&P 600 Growth Index ETF	58.42	4,290.000	250,625.00	568,982.70	318,357.70
Vanguard Mid-Cap ETF	120.15	2,080.000	249,922.00	493,688.00	243,766.00
Ishares Trust Core MSCI Eafe ETF	61.47	4,200.000	258,181.00	314,412.00	56,231.00
Vanguard Intl Equity Index Fund Inc FTS	43.79	2,300.000	100,713.50	124,913.00	24,199.50
Total Equity Investments			\$ 2,340,678.40	\$ 4,102,348.11	\$ 1,761,669.71
<b>Fixed Income Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
Ishares: Core US Aggregate BD ETF	\$ 105.71	8,825.000	\$ 932,895.73	\$ 1,017,787.25	\$ 84,891.52
PIMCO Enhanced Short Maturity Active Exch	101.59	10,982.000	1,115,647.11	1,119,834.54	4,187.43
Metropolitan West Fds Total Return Bond Fund	10.55	104,398.048	1,101,363.61	1,146,290.57	44,926.96
PIMCO Income Fund Class A	11.54	89,927.073	1,037,368.14	1,087,218.31	49,850.17
Ishares: 0 to 5 Year Tips Bond ETF	99.32	10,000.000	993,215.00	1,063,100.00	69,885.00
Total Fixed Income Investments			\$ 5,180,489.59	\$ 5,434,230.67	\$ 253,741.08
<b>Total Endowment Pool-Moreton Capital Markets</b>			<b>\$ 7,708,334.49</b>	<b>\$ 9,723,745.28</b>	<b>\$ 2,015,410.79</b>



Investment Portfolio  
For The Month Ended June 30, 2021

ENDOWMENT POOL (continued)						
SOLTIS INVESTMENT ADVISORS						
SOUTHERN UTAH UNIVERSITY ENDOWMENT SHARE	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)	
<b>Cash and Money Market:</b>						
Fidelity Government Cash Reserves	\$ 1.00	121,828.610	\$ 121,828.61	\$ 121,828.61	\$ -	
Total Cash and Money Market			\$ 121,828.61	\$ 121,828.61	\$ -	
<b>Stock Mutual Funds:</b>						
Edgewood Growth Fund Instl CL	\$ 35.17	40,965.802	\$ 1,440,945.39	\$ 2,541,108.69	\$ 1,100,163.30	
American Beacon AHL MNGD Futures	11.32	6,489.710	73,445.20	75,475.32	2,030.12	
Artisan Mid Cap Fund Instl	43.28	7,690.081	332,818.35	461,404.86	128,586.51	
Blackrodk GL Long/Short Equity Instl	11.89	6,168.494	73,335.09	73,713.50	378.41	
Cliffwater Corporate Lending Fund I	10.49	106,563.093	1,118,080.00	1,128,503.15	10,423.15	
Grandeur Peak Gbl Reach Fund Instl	16.35	59,352.025	970,574.96	1,439,286.60	468,711.64	
Grandeur Peak Global Stalwarts Instl	15.18	66,745.874	1,013,412.51	1,669,314.30	655,901.79	
Oakmark Intl Advisor Fund	22.53	56,053.175	1,262,645.45	1,660,295.04	397,649.59	
Oakmark Fund Advisor Class	79.76	22,524.300	1,796,606.76	2,554,480.86	757,874.10	
JP Morgan Hedged Equity Class I	24.81	13,436.762	333,338.25	349,087.07	15,748.82	
T Rowe Price Emerg Markets Stock Fund I	42.97	17,415.835	748,312.29	983,994.67	235,682.38	
Wasatch Small Cap Growth Fund Instl CL	49.60	11,076.291	549,365.02	705,781.26	156,416.24	
Wasatch Small Cap Value Institutional	10.33	19,124.743	197,558.60	213,240.88	15,682.28	
Total Stock Mutual Funds			\$ 9,910,437.87	\$ 13,855,686.20	\$ 3,945,248.33	
<b>Bond Mutual Funds:</b>						
Metropolitan West Total Return Class I	\$ 11.06	108,480.867	\$ 1,200,080.00	\$ 1,191,119.91	\$ (8,960.09)	
Total Bond Mutual Funds			\$ 1,200,080.00	\$ 1,191,119.91	\$ (8,960.09)	
Total Mutual Funds			\$ 11,110,517.87	\$ 15,046,806.11	\$ 3,936,288.24	
<b>Exchange Traded Funds:</b>						
<b>Equity ETFs:</b>						
Cambria ETF TR Tail Risk	\$ 19.44	3,772.000	\$ 73,317.50	\$ 70,536.40	\$ (2,781.10)	
First TR Exchange-Traded FD Lunt US Factor	24.56	25,584.000	628,250.56	889,044.00	260,793.44	
Innovator ETFs TR S&P 500 Ultra	27.77	7,948.000	220,754.13	223,338.00	2,583.87	
Innovator ETFs TR S&P 500 Power	29.00	11,530.000	334,374.34	339,789.10	5,414.76	
Ishares Core S&P 500 ETF	282.26	6,937.000	1,958,045.16	2,982,355.04	1,024,309.88	
Ishares Core S&P Mid-Cap ETF	198.77	6,552.000	1,302,311.98	1,760,718.96	458,406.98	
Ishares Core S&P Small-Cap ETF	88.07	5,878.000	517,667.28	664,096.44	146,429.16	

Investment Portfolio  
 For The Month Ended June 30, 2021

## ENDOWMENT POOL (continued)

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
Ishares Trust Core MSCI Eafe ETF	59.58	23,435.000	1,396,295.48	1,754,344.10	358,048.62
Vanguard Intl Equity Index Fund Inc FTS	42.99	14,590.000	627,166.50	792,382.90	165,216.40
Total Equity ETFs			\$ 7,058,182.93	\$ 9,476,604.94	\$ 2,418,422.01
<b>Fixed Income ETFs:</b>					
Ishares: Core US Aggregate BD ETF	\$ 112.72	620.000	\$ 69,884.34	\$ 71,504.60	\$ 1,620.26
Total Fixed Income ETFs			\$ 69,884.34	\$ 71,504.60	\$ 1,620.26
Total Exchange Traded Funds			\$ 7,128,067.27	\$ 9,548,109.54	\$ 2,420,042.27
<b>Corporate Bonds:</b>					
Morgan Stanley	\$ 100.00	2,000.000	\$ 200,000.00	\$ 199,810.00	\$ (190.00)
Total Bonds			\$ 200,000.00	\$ 199,810.00	\$ (190.00)
<b>Alternative Investments:</b>					
GreenLake Real Estate Fund LLC	\$ 1,000.00	304.785	\$ 304,785.51	\$ 304,785.51	\$ -
Total Alternative Investments			\$ 304,785.51	\$ 304,785.51	\$ -
<b>Total Endowment Share-SUU</b>			<b>\$ 18,865,199.26</b>	<b>\$ 25,221,339.77</b>	<b>\$ 6,356,140.51</b>
<b>INVESTMENT STUDENT GROUP ENDOWMENT SHARE</b>					
<b>Cash and Money Market:</b>					
Fidelity Government Cash Reserves	\$ 1.00	69,130.520	\$ 69,130.52	\$ 69,130.52	\$ -
Total Cash and Money Market			\$ 69,130.52	\$ 69,130.52	\$ -
<b>Equity ETFs:</b>					
Materials Select Sector SPDR	-	40.000	\$ 3,530.80	\$ 3,292.40	\$ (238.40)
Select Sector SPDR Trust Consumer	-	46.000	7,420.07	8,213.30	793.23
Select Sector SPDR TR Financial	-	92.000	3,479.90	3,375.48	(104.42)
Industrial Select Sector SPDR Fund	-	34.000	3,526.79	3,481.60	(45.19)
Total Equity ETFs			\$ 17,957.56	\$ 18,362.78	\$ 405.22
<b>Fixed Income ETFs:</b>					
Proshares Trust Short 7 - 10 Yr Treasury	-	300.000	\$ 7,277.30	\$ 7,359.00	\$ 81.70
Total Fixed Income ETFs			\$ 7,277.30	\$ 7,359.00	\$ 81.70
<b>Other ETFs:</b>					
First Trust Managed Futures Strategy FU	-	175.000	\$ 8,613.50	\$ 8,534.62	\$ (78.88)
Powershares DB Multi-Sector Base Metals Fd	\$ -	260.000	4,290.00	5,257.20	967.20
Invesco DB US DLR Index TR Bearish FD	-	160.000	3,476.00	3,372.80	(103.20)
United States Gasoline FD LP Unites	-	144.000	3,876.63	5,163.84	1,287.21
Total Other ETFs			\$ 8,166.63	\$ 22,328.46	\$ 2,254.41
Total Mutual Funds and ETFs			\$ 33,401.49	\$ 48,050.24	\$ 2,741.33
<b>Total Endowment Share-ISG</b>			<b>\$ 102,532.01</b>	<b>\$ 117,180.76</b>	<b>\$ 2,741.33</b>
<b>Total Endowment Pool-Soltis Investment Advisors</b>			<b>\$ 18,967,731.27</b>	<b>\$ 25,338,520.53</b>	<b>\$ 6,358,881.84</b>



## Investment Portfolio

For The Month Ended June 30, 2021

<b>OTHER ALTERNATIVE INVESTMENTS</b>									
State Bank of Southern Utah-Private Equity Partnership	\$	117.64	4,637.000	\$	545,508.00	\$	1,205,620.00	\$	660,112.00
<b>TOTAL ENDOWMENT POOL INVESTMENTS</b>				<b>\$</b>	<b>27,221,573.76</b>	<b>\$</b>	<b>36,267,885.81</b>	<b>\$</b>	<b>9,034,404.63</b>
<b>TRUST FUND POOL</b>									
	<u>Cost/share</u>	<u>Shares</u>	<u>Cost</u>	<u>Market</u>	<u>Unrealized Gain/(Loss)</u>				
<b>MORETON CAPITAL MARKETS</b>									
<b>Cash and Money Market:</b>									
US Govt Money Market Fund	\$	1.00	4,286.580	\$	4,286.58	\$	4,286.58	\$	-
Total Cash and Money Market				\$	4,286.58	\$	4,286.58	\$	-
<b>Fixed Income Investments:</b>									
<b>Mutual Funds and ETFs:</b>									
PIMCO Total Return Fund Instl CL		10.46	77,238.066	\$	808,151.95	\$	801,731.13	\$	(6,420.82)
Total Mutual Funds and ETFs				\$	808,151.95	\$	801,731.13	\$	(6,420.82)
<b>TOTAL TRUST FUND POOL</b>				<b>\$</b>	<b>812,438.53</b>	<b>\$</b>	<b>806,017.71</b>	<b>\$</b>	<b>(6,420.82)</b>
<b>PUBLIC TREASURER'S INVESTMENT FUND (PTIF) - DEBT RESERVES</b>									
	<u>Yield</u>	<u>Shares</u>	<u>Cost</u>	<u>Market</u>	<u>Unrealized Gain/(Loss)</u>				
PTIF - Debt Reserves	0.3974%	N/A	\$	1,069,485.97	\$	1,069,485.97	\$	-	
<b>TOTAL PTIF - DEBT RESERVES</b>				<b>\$</b>	<b>1,069,485.97</b>	<b>\$</b>	<b>1,069,485.97</b>	<b>\$</b>	<b>-</b>
<b>GRAND TOTAL - INVESTED FUNDS</b>				<b>\$</b>	<b>113,881,381.87</b>	<b>\$</b>	<b>123,338,342.34</b>	<b>\$</b>	<b>9,445,053.05</b>



INVESTMENT REPORT

July 31, 2021

- Page 2 - Summarized Investment Balances and Asset Mix
- Pages 3-4 - Summary Report of Investment Activity and Income
- Pages 5-6 - Detail of Current Month Transactions
- Pages 7-13 - Investment Portfolio

Prepared by:  
 Melanie Orton/Accounting Manager  
 8/9/2021

Public Treasurer's Assertion

To the best of my knowledge, the University is in compliance with the State Money Management Act, the Rules of the State Money Management Council, the Uniform Prudent Management of Institutional Funds Act, Board of Regents Policy R541, and Southern Utah University's Investment Policy 10.12.

 10/22/21

A. Mitchell Bealer  
 Public Treasurer

Date

 11/1/21

Marvin L. Dodge  
 Vice President of Finance & Administration

Date

 11/10/21

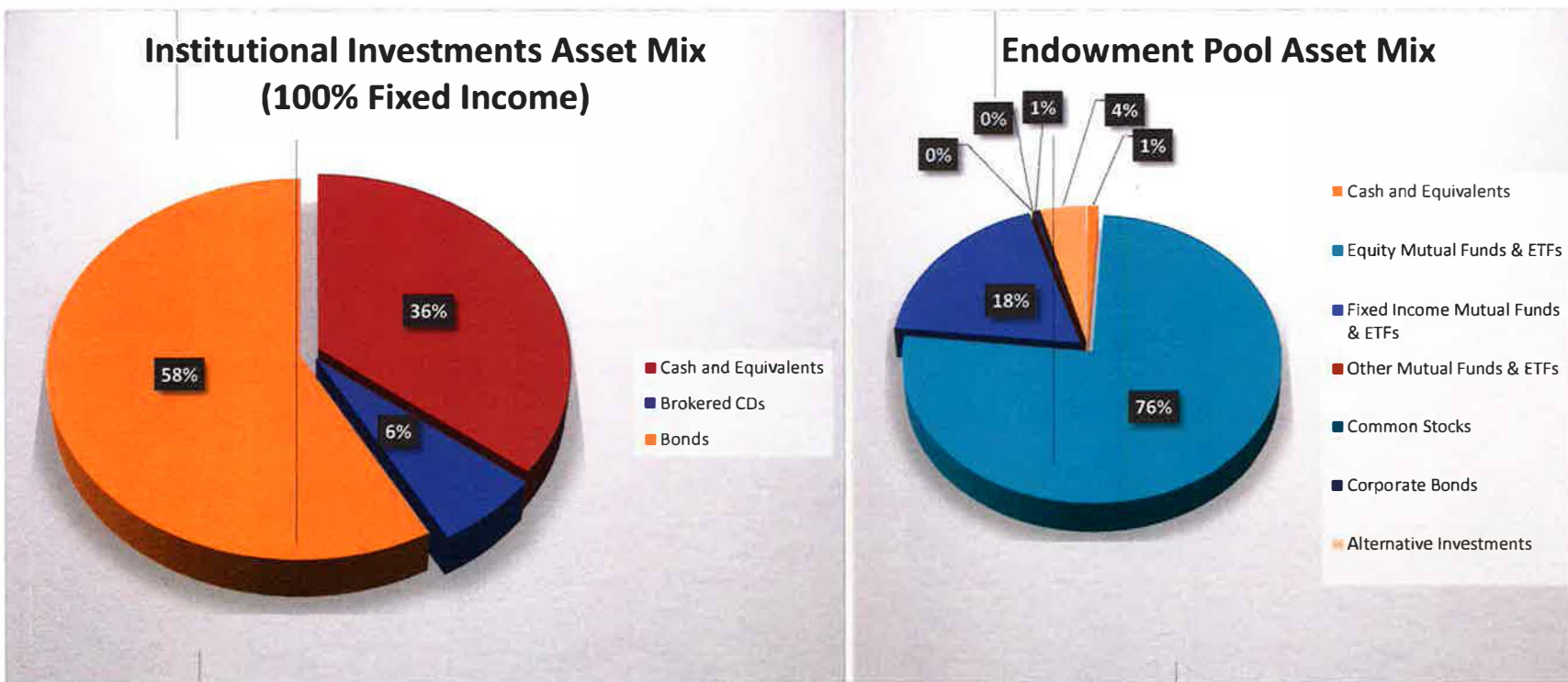
Mindy Benson  
 Interim President

Date

Summarized Investment Balances and Asset Mix  
For The Month Ended July 31, 2021

INVESTMENT BALANCES BY CUSTODIAN (Market Value)						
Investment Pool	Moreton Capital Markets	Soltis Investment Advisors	State Treasurer	State Bank of Southern Utah		TOTAL
Cash Management Pool	\$ 52,799,349	\$ -	\$ 29,276,565	\$ -		\$ 82,075,914
Endowment Pool	9,773,338	25,531,982	-	1,205,620 *		36,510,940
Trust Fund Pool	814,300	-	-	-		814,300
Debt Service Pool	-	-	1,069,809	-		1,069,809
Ending Monthly Balance	<b>\$ 63,386,988</b>	<b>\$ 25,531,982</b>	<b>\$ 30,346,374</b>	<b>\$ 1,205,620</b>		<b>\$ 120,470,964</b>

\* This is a private equity stock that is recorded at book value rather than market value





Summary Report of Investment Activity and Income  
For The Month Ended July 31, 2021

INVESTMENT ACTIVITY						
Cash Management Pool						
	Moreton Capital Markets	State Treasurer				TOTAL
Beginning Balance	\$ 52,828,296	\$ 32,366,657				\$ 85,194,953
Cash Transfers In	-	2,500,000				2,500,000
Cash Transfers Out	(57,709)	(5,600,000)				(5,657,709)
Interest Received	57,556	9,908				67,463 <sup>a</sup>
Market Value Change	(28,792)					(28,792)
<b>Cash Management Pool Ending Balance</b>	<b>\$ 52,799,349</b>	<b>\$ 29,276,565</b>				<b>\$ 82,075,914</b>
Endowment Pool						
	Moreton Capital Markets	Soltis Investment Advisors (SUU)	Soltis Investment Advisors (ISG)	State Bank of Southern Utah	TOTAL	
Beginning Balance	\$ 9,723,745	\$ 25,221,340	\$ 117,181	\$ 1,205,620	\$ 36,267,886	
Cash Transfers In	-	-	23,855	-	23,855	
Cash Transfers Out	(12,000)	-	(37,024)	-	(49,023)	
Dividends/Capital Gains	12,003	4,602	0	-	16,606 <sup>b</sup>	
Interest Received	-	1,250	-	-	1,250 <sup>a</sup>	
Acquisitions	-	-	37,024	-	37,024	
Securities Transferred In	1,511	(2,286)	-	-	(775)	
Dispositions	-	-	(24,772)	-	(24,772)	
Realized Gains/(Losses) on Dispositions	-	-	(916)	-	(916) <sup>c</sup>	
Market Value Change	48,078	189,601	2,127	-	239,806	
<b>Endowment Pool Ending Balance</b>	<b>\$ 9,773,338</b>	<b>\$ 25,414,507</b>	<b>\$ 117,476</b>	<b>\$ 1,205,620</b>	<b>\$ 36,510,940</b>	
Trust Fund Pool						
	Moreton Capital Markets				TOTAL	
Beginning Balance	\$ 806,018				\$ 806,018	
Dividends/Capital Gains	1,331				1,331 <sup>b</sup>	
Market Value Change	6,951				6,951	
<b>Trust Fund Pool Ending Balance</b>	<b>\$ 814,300</b>				<b>\$ 814,300</b>	



Summary Report of Investment Activity and Income  
For The Month Ended July 31, 2021

Debt Reserves Pool		TOTAL
Beginning Balance		\$ 1,069,486
Interest Earnings		323 <sup>a</sup>
<b>Debt Reserves Pool Ending Balance</b>		<b><u>1,069,809</u></b>
		<b>Total Investment Pools Ending Balance \$ <u>120,470,964</u></b>

Investment Income			
	Current Month	YTD	
Interest Received	\$ 68,713		sum of a
Additional Interest Accrued	(6,674)		
Total Interest Income	<u>62,039</u>	\$ 62,039	
Dividends	17,937	17,937	sum of b
Gains/Losses on Sale		(916)	sum of c
Investment Income	<u>\$ 79,976</u>	<u>\$ 79,060</u>	



Detail of Current Month Transactions  
For The Month Ended July 31, 2021

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
<b>Public Treasurer's Investment Fund (PTIF)</b>					
PTIF Deposits	\$ 2,500,000	\$ -	\$ -	\$ -	2,500,000
PTIF Withdrawals	(5,600,000)	-	-	-	(5,600,000)
Interest Revenue	9,908	-	-	-	9,908
<b>Total PTIF</b>	<b>(3,090,092)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(3,090,092)</b>
<b>Moreton Capital Markets</b>					
Bond Interest Revenue	57,556	-	-	-	57,556
Cash transferred to SUU	(57,709)	-	-	-	(57,709)
Decrease in market value of securities	(28,792)	-	-	-	(28,792)
<b>Sub-Total Moreton Capital Markets</b>	<b>(28,946)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(28,946)</b>
Dividend/Capital Gain Revenue-Cash	-	7,784	-	-	7,784
Dividends/Capital Gains Reinvested	-	4,220	-	-	4,220
Funds used to purchase securities	-	(4,220)	-	-	(4,220)
Cash transferred to SUU	-	(7,780)	-	-	(7,780)
Stock Gift Transferred in MCLZ	-	1,511	-	-	1,511
Increase in market value of securities	-	48,078	-	-	48,078
<b>Sub-Total Moreton Capital Markets</b>	<b>-</b>	<b>49,593</b>	<b>-</b>	<b>-</b>	<b>49,593</b>
Dividend/Capital Gain Revenue-Cash	-	-	1,331	-	1,331
Decrease in market value of securities	-	-	6,951	-	6,951
<b>Sub-Total Moreton Capital Markets</b>	<b>-</b>	<b>-</b>	<b>8,283</b>	<b>-</b>	<b>8,283</b>
<b>Total Moreton Capital Markets</b>	<b>(28,946)</b>	<b>49,593</b>	<b>8,283</b>	<b>-</b>	<b>28,929</b>



Detail of Current Month Transactions  
For The Month Ended July 31, 2021

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
<b>Soltis Investment Advisors</b>					
Dividends/Capital Gains Revenue-Cash		4,602			4,602
Dividends/Capital Gains Reinvested		(2,286)			(2,286)
Interest Revenue-Cash		1,250			1,250
Decrease in market value of securities		189,601			189,601
<b>Sub-Total Soltis Investment Advisors-SUU Share</b>	-	<b>193,167</b>	-	-	<b>193,167</b>
Cash proceeds from sale of ETFs/Mutual Funds		23,855			23,855
Dividend Revenue-Cash		0			0
Cash to purchase ETF		(37,024)			(37,024)
Purchase 19.000 shares of ZROZ		2,856			2,856
Purchase 10.000 shares of XLY		1,816			1,816
Purchase 76.000 shares of XLV		9,751			9,751
Purchase 67.000 shares of XLE		3,481			3,481
Purchase 12.000 shares of UGA		418			418
Purchase 112.000 shares of IEI		14,682			14,682
Purchase 55.000 shares of FMF		2,689			2,689
Purchase 66.000 shares of DBB		1,331			1,331
Sale of 34.000 shares of XLI		(3,527)			(3,527)
Sale of 92.000 shares of XLF		(3,480)			(3,480)
Sale of 40.000 shares of XLB		(3,531)			(3,531)
Sale of 160.000 shares of UDN		(3,476)			(3,476)
Sale of 300.000 shares of TBX		(7,277)			(7,277)
Sale of 67.000 shares of XLE		(3,481)			(3,481)
Net Realized Loss on Sale of Securities		(916)			(916)
Decrease in market value of securities		2,127			2,127
<b>Sub-Total Soltis Investment Advisors-ISG Share</b>	-	<b>295</b>	-	-	<b>295</b>
<b>Total Soltis Investment Advisors</b>	-	<b>193,462</b>	-	-	<b>193,462</b>
<b>Alternative Investments (State Bankcorp Stock)</b>					
Increase in market value of securities		-			-
Dividend Revenue-Cash		-			-
<b>Total Alternative Investments (State Bancorp Stock)</b>	-	-	-	-	-
<b>Public Treasurer's Investment Fund - Debt Reserves</b>					
Dividend Revenue-Cash				323	323
<b>Total Public Treasurer's Investment Fund - Debt Reserves</b>	-	-	-	<b>323</b>	<b>323</b>
<b>Net Increase (Decrease) in Investments</b>	<b>\$ (3,119,038)</b>	<b>\$ 243,054</b>	<b>\$ 8,283</b>	<b>\$ 323</b>	<b>\$ (2,867,378)</b>



Investment Portfolio  
For The Month Ended July 31, 2021

CASH MANAGEMENT PORTFOLIO						
	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)	
<b>PUBLIC TREASURER'S INVESTMENT FUND (PTIF)</b>						
Public Treasurer's Investment Fund (PTIF)	0.355%	N/A	\$ 29,276,564.97	\$ 29,276,564.97	\$ -	
<b>Cash and Money Market:</b>						
Cash Management Cash			\$ 1,682.34	\$ 1,682.34	\$ -	
Cash Management Money Market	0.0000%	N/A	-	-	-	
Total Cash and Money Market			\$ 1,682.34	\$ 1,682.34	\$ -	
<b>Fixed Income Investments:</b>						
<b>Brokered Certificates of Deposit:</b>						
Bridgewater BK Bloomington Minnesota	1.8418%	10/28/2021	\$ 239,000.00	\$ 240,068.33	\$ 1,068.33	
Synchrony Bank Retail	1.6936%	11/4/2021	80,968.57	81,307.80	339.23	
Live Oak Banking Company	1.8396%	11/22/2021	240,000.00	241,353.60	1,353.60	
Landmark Community Bank	1.8806%	2/23/2022	240,000.00	242,476.80	2,476.80	
Ally BK Midvale Utah	1.9615%	8/15/2022	240,000.00	244,711.20	4,711.20	
Citibank National Association Pasadena California	1.9128%	8/23/2022	240,000.00	244,670.40	4,670.40	
Firstier BK Kimball Nebraska	1.8400%	8/23/2023	240,000.00	247,824.00	7,824.00	
Merrick BK South Jordan Utah	1.8779%	2/28/2024	240,000.00	249,213.60	9,213.60	
Capital One National Association McClean	2.0073%	8/14/2024	240,000.00	251,083.20	11,083.20	
Capital One BK USA National Association	2.0073%	8/14/2024	240,000.00	251,083.20	11,083.20	
Enerbank USA Salt Lake City Utah	1.8719%	8/15/2024	240,000.00	250,017.60	10,017.60	
CFBank Fairlawn Ohio	1.7808%	8/19/2024	240,000.00	249,319.20	9,319.20	
Medallion BK Salt Lake City Utah	1.8263%	8/19/2024	240,000.00	249,684.00	9,684.00	
Washington Federal Seattle	1.8712%	8/28/2024	240,000.00	250,111.20	10,111.20	
Preferred BK Los Angeles California	1.8257%	8/30/2024	240,000.00	249,760.80	9,760.80	
Morgan Stanley Pvt Bk	1.7734%	2/6/2025	240,000.00	250,360.80	10,360.80	
Morgan Stanley NK N A	1.7734%	2/6/2025	240,000.00	250,360.80	10,360.80	
Salle Mae BK Murray Utah	0.6500%	7/29/2025	240,000.00	240,002.40	2.40	
State BK India New York NY	0.6500%	7/30/2025	240,000.00	240,000.00	-	
Texas Exchange BK Crowley	0.6558%	2/26/2026	240,000.00	237,885.60	(2,114.40)	
JP Morgan Chase Co	0.8522%	4/30/2026	240,000.00	239,388.00	(612.00)	
SunWest Bank Irvine California	0.7067%	4/30/2026	240,000.00	237,708.00	(2,292.00)	
Total Certificates of Deposit			\$ 5,119,968.57	\$ 5,238,390.53	\$ 118,421.96	

Investment Portfolio  
 For The Month Ended July 31, 2021

## CASH MANAGEMENT PORTFOLIO (continued)

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>Bonds, Notes &amp; Bills:</b>					
Barclays (\$1,000,000 Par)	2.2045%	8/24/2021	\$ 1,000,110.25	\$ 997,500.00	\$ (2,610.25)
American Express (\$1,000,000 Par)	0.7944%	11/5/2021	1,000,593.56	1,000,780.00	186.44
American Express (\$1,500,000 Par)	0.7944%	11/5/2021	1,482,825.66	1,501,170.00	18,344.34
Federal Farm Credit Bank (\$2,300,000 Par)	1.7505%	11/29/2021	2,299,710.50	2,312,489.00	12,778.50
Sumitomo Mitsubishi (\$1,008,000 Par)	1.1524%	1/11/2022	1,009,836.19	1,011,991.68	2,155.49
American Honda Fin Group (\$1,000,000 Par)	0.6454%	2/15/2022	996,086.70	1,002,410.00	6,323.30
Union Bank Floater (\$1,050,000 Par)	0.7727%	3/7/2022	1,051,255.48	1,053,160.50	1,905.02
Union Bank Floater (2) (\$1,265,000 Par)	0.7727%	3/7/2022	1,266,969.41	1,268,807.65	1,838.24
Citibank (\$1,000,000 Par)	1.1285%	4/25/2022	999,858.34	1,005,800.00	5,941.66
Royal Bank of Canada (\$1,000,000 Par)	0.6450%	4/29/2022	974,903.00	1,003,130.00	28,227.00
Sumitomo Mitsubishi (\$3,000,000 Par)	0.9615%	7/12/2022	3,011,867.78	3,017,010.00	5,142.22
Mitsubishi (\$1,000,000 Par)	0.9585%	7/25/2022	990,764.32	1,006,740.00	15,975.68
Mizuho (\$1,000,000 Par)	1.0479%	9/11/2022	989,970.54	1,008,710.00	18,739.46
Bank America Corporation (\$2,525,000 Par)	1.3625%	10/21/2022	2,547,205.12	2,531,438.75	(15,766.37)
Toronto Dominion Bank (\$1,000,000 Par)	0.7157%	12/1/2022	977,870.45	1,005,960.00	28,089.55
JP Morgan (\$1,440,000 Par)	1.1778%	1/15/2023	1,451,624.79	1,446,364.80	(5,259.99)
JP Morgan (\$1,000,000 Par)	1.1778%	1/15/2023	1,008,038.84	1,004,420.00	(3,618.84)
Bank America Corporation (\$1,100,000 Par)	1.3413%	1/20/2023	1,095,690.67	1,105,522.00	9,831.33
Goldman Sachs Group (\$1,000,000 Par)	0.9171%	2/23/2023	969,711.89	1,008,570.00	38,858.11
Mitsubishi (\$1,000,000 Par)	0.9198%	3/2/2023	987,674.91	1,008,910.00	21,235.09
Mizuho Fin Group (\$1,000,000 Par)	0.9729%	3/5/2023	990,448.30	1,010,400.00	19,951.70
Mizuho Fin Group (\$1,600,000 Par)	0.9729%	3/5/2023	1,591,870.52	1,616,640.00	24,769.48
Canadian Imperial Bank (\$1,500,000 Par)	0.8812%	3/17/2023	1,481,320.54	1,514,970.00	33,649.46
Banco Santander SA (\$1,000,000 Par)	1.2891%	4/12/2023	1,011,223.59	1,013,870.00	2,646.41
JP Morgan Chase & Company (\$1,500,000 Par)	2.7274%	4/25/2023	1,539,052.93	1,526,730.00	(12,322.93)
American Honda Fin Group (\$1,500,000 Par)	0.5628%	5/10/2023	1,484,854.62	1,505,730.00	20,875.38
Citigroup Inc (\$1,000,000 Par)	1.1168%	7/24/2023	1,006,016.12	1,007,340.00	1,323.88

Investment Portfolio  
 For The Month Ended July 31, 2021

## CASH MANAGEMENT PORTFOLIO (continued)

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>Bonds, Notes &amp; Bills:</b>					
Citigroup Inc (\$1,000,000 Par)	1.5994%	9/1/2023	1,018,713.84	1,012,890.00	(5,823.84)
Morgan Stanley (\$1,500,000 Par)	1.5523%	10/24/2023	1,530,056.79	1,521,975.00	(8,081.79)
Wells Fargo Company (\$1,000,000 Par)	1.3967%	10/31/2023	1,527,230.79	1,519,650.00	(7,580.79)
Federal Home Loan Bank Mtg Bank (\$1,000,000 Par)	0.6514%	10/27/2025	997,143.45	997,890.00	746.55
Federal Home Loan Bank (\$1,000,000 Par)	0.6525%	2/24/2026	992,026.28	996,110.00	4,083.72
Federal Home Loan Bank (\$1,000,000 Par)	0.6526%	2/26/2026	993,373.03	996,070.00	2,696.97
Federal Home Loan Bank (\$1,000,000 Par)	0.8013%	3/10/2026	999,081.23	998,430.00	(651.23)
Farmer Mac (\$520,000 Par)	0.8262%	3/27/2026	520,000.00	522,397.20	2,397.20
Federal Home Loan Bank (\$2,000,000 Par)	0.9005%	3/30/2026	2,000,000.00	1,998,920.00	(1,080.00)
Federal Home Loan Bank (\$1,500,000 Par)	0.0000%	3/30/2026	1,499,631.92	1,498,380.00	(1,251.92)
Total Bonds, Notes and Bills			\$ 47,294,612.35	\$ 47,559,276.58	\$ 264,664.23
Total Fixed Income Investments			\$ 52,416,263.26	\$ 52,799,349.45	\$ 383,086.19
<b>Total Cash Management Portfolio-Moretton Capital Markets</b>			<b>\$ 52,416,263.26</b>	<b>\$ 52,799,349.45</b>	<b>\$ 383,086.19</b>
<b>TOTAL CASH MANAGEMENT PORTFOLIO</b>			<b>\$ 81,692,828.23</b>	<b>\$ 82,075,914.42</b>	<b>\$ 383,086.19</b>

Investment Portfolio  
For The Month Ended July 31, 2021

**ENDOWMENT POOL**

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>MORETON CAPITAL MARKETS</b>					
<b>Cash and Money Market:</b>					
Endowment Cash			\$ -	\$ -	\$ -
US Govt Money Market Fund	\$ 1.00	187,170.350	187,170.35	187,170.35	-
Total Cash and Money Market			\$ 187,170.35	\$ 187,170.35	\$ -
<b>Equity Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
Ishares Core S&P Mid-Cap ETF	\$ 192.18	1,525.000	\$ 293,072.70	\$ 411,307.75	\$ 118,235.05
Ishares Core S&P 500 ETF	271.30	2,530.000	686,396.20	1,114,212.00	427,815.80
Ishares: Russell Mid-Cap Growth ETF	44.92	5,596.000	251,377.00	639,566.84	388,189.84
Ishares: S&P 600 Small Cap Value Index ETF	56.24	4,452.000	250,391.00	448,895.16	198,504.16
Ishares: S&P 600 Growth Index ETF	58.42	4,290.000	250,625.00	567,481.20	316,856.20
Vanguard Mid-Cap ETF	120.15	2,080.000	249,922.00	500,177.60	250,255.60
Ishares Trust Core MSCI Eafe ETF	61.47	4,200.000	258,181.00	317,310.00	59,129.00
Vanguard Intl Equity Index Fund Inc FTS	43.79	2,300.000	100,713.50	117,553.00	16,839.50
Total Equity Investments			\$ 2,340,678.40	\$ 4,116,503.55	\$ 1,775,825.15
<b>Fixed Income Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
Ishares: Core US Aggregate BD ETF	\$ 105.71	8,825.000	\$ 932,895.73	\$ 1,027,759.50	\$ 94,863.77
PIMCO Enhanced Short Maturity Active Exch	101.59	10,982.000	1,115,647.11	1,120,164.00	4,516.89
Metropolitan West Fds Total Return Bond Fund	10.55	104,487.755	1,102,348.59	1,158,769.20	56,420.61
PIMCO Income Fund Class A	11.54	90,194.620	1,040,602.78	1,090,452.96	49,850.18
Ishares: 0 to 5 Year Tips Bond ETF	99.32	10,000.000	993,215.00	1,071,000.00	77,785.00
Total Fixed Income Investments			\$ 5,184,709.21	\$ 5,468,145.66	\$ 283,436.45
Mondelez International Inc.	62.95	24.000	\$ 1,510.80	1,518.24	7.44
Total Common Stocks			1,510.80	1,518.24	7.44
<b>Total Endowment Pool-Moreton Capital Markets</b>			<b>\$ 7,714,068.76</b>	<b>\$ 9,773,337.80</b>	<b>\$ 2,059,269.04</b>



Investment Portfolio  
For The Month Ended July 31, 2021

ENDOWMENT POOL (continued)					
SOLTIS INVESTMENT ADVISORS					
SOUTHERN UTAH UNIVERSITY ENDOWMENT SHARE	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>Cash and Money Market:</b>					
Fidelity Government Cash Reserves	\$ 1.00	125,394.590	\$ 125,394.59	\$ 125,394.59	\$ -
Total Cash and Money Market			\$ 125,394.59	\$ 125,394.59	\$ -
<b>Stock Mutual Funds:</b>					
Edgewood Growth Fund Instl CL	\$ 35.17	40,965.802	\$ 1,440,945.39	\$ 2,652,945.33	\$ 1,211,999.94
American Beacon AHL MNGD Futures	11.32	6,489.710	73,445.20	75,280.63	1,835.43
Artisan Mid Cap Fund Instl	43.28	7,690.081	332,818.35	479,399.64	146,581.29
Blackrodk GL Long/Short Equity Instl	11.89	6,168.494	73,335.09	72,664.85	(670.24)
Cliffwater Corporate Lending Fund I	10.49	106,563.093	1,118,080.00	1,134,896.94	16,816.94
Grandeur Peak Gbl Reach Fund Instl	16.35	59,352.025	970,574.96	1,468,369.09	497,794.13
Grandeur Peak Global Stalwarts Instl	15.18	66,745.874	1,013,412.51	1,714,034.04	700,621.53
Oakmark Intl Advisor Fund	22.53	56,053.175	1,262,645.45	1,628,905.26	366,259.81
Oakmark Fund Advisor Class	79.76	22,524.300	1,796,606.76	2,573,401.27	776,794.51
JP Morgan Hedged Equity Class I	24.81	13,436.762	333,338.25	353,252.47	19,914.22
T Rowe Price Emerg Markets Stock Fund I	42.97	17,415.835	748,312.29	906,494.21	158,181.92
Wasatch Small Cap Growth Fund Instl CL	49.60	11,076.291	549,365.02	715,971.45	166,606.43
Wasatch Small Cap Value Institutional	10.33	19,124.743	197,558.60	209,989.67	12,431.07
Total Stock Mutual Funds			\$ 9,910,437.87	\$ 13,985,604.85	\$ 4,075,166.98
<b>Bond Mutual Funds:</b>					
Metropolitan West Total Return Class I	\$ 11.06	108,480.867	\$ 1,200,080.00	\$ 1,203,052.81	\$ 2,972.81
Total Bond Mutual Funds			\$ 1,200,080.00	\$ 1,203,052.81	\$ 2,972.81
Total Mutual Funds			\$ 11,110,517.87	\$ 15,188,657.66	\$ 4,078,139.79
<b>Exchange Traded Funds:</b>					
<b>Equity ETFs:</b>					
Cambria ETF TR Tail Rish	\$ 19.44	3,772.000	\$ 73,317.50	\$ 71,705.72	\$ (1,611.78)
First TR Exchange-Traded FD Lunt US Factor	24.56	25,584.000	628,250.56	901,836.00	273,585.44
Innovator ETFs TR S&P 500 Ultra	27.77	7,948.000	220,754.13	223,977.81	3,223.68
Innovator ETFs TR S&P 500 Power	29.00	11,530.000	334,374.34	340,596.20	6,221.86
Ishares Core S&P 500 ETF	282.26	6,937.000	1,958,045.16	3,055,054.80	1,097,009.64
Ishares Core S&P Mid-Cap ETF	198.77	6,552.000	1,302,311.98	1,767,139.92	464,827.94
Ishares Core S&P Small-Cap ETF	88.07	5,878.000	517,667.28	648,108.28	130,441.00
Ishares Trust Core MSCI Eafe ETF	59.58	23,435.000	1,396,295.48	1,770,514.25	374,218.77
Vanguard Intl Equity Index Fund Inc FTS	42.99	14,590.000	627,166.50	745,694.90	118,528.40
Total Equity ETFs			\$ 7,058,182.93	\$ 9,524,627.88	\$ 2,466,444.95

Investment Portfolio  
 For The Month Ended July 31, 2021

**ENDOWMENT POOL (continued)**

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>Fixed Income ETFs:</b>					
Ishares: Core US Aggregate BD ETF	\$ 112.72	620.000	\$ 69,884.34	\$ 72,205.20	\$ 2,320.86
Total Fixed Income ETFs			\$ 69,884.34	\$ 72,205.20	\$ 2,320.86
Total Exchange Traded Funds			\$ 7,128,067.27	\$ 9,596,833.08	\$ 2,468,765.81
<b>Corporate Bonds:</b>					
Morgan Stanley	\$ 100.00	2,000.000	\$ 200,000.00	\$ 196,550.00	\$ (3,450.00)
Total Bonds			\$ 200,000.00	\$ 196,550.00	\$ (3,450.00)
<b>Alternative Investments:</b>					
GreenLake Real Estate Fund LLC	\$ 1,000.00	307.071	\$ 307,071.40	\$ 307,071.40	\$ -
Total Alternative Investments			\$ 307,071.40	\$ 307,071.40	\$ -
<b>Total Endowment Share-SUU</b>			<b>\$ 18,871,051.13</b>	<b>\$ 25,414,506.73</b>	<b>\$ 6,543,455.60</b>
<b>INVESTMENT STUDENT GROUP ENDOWMENT SHARE</b>					
<b>Cash and Money Market:</b>					
Fidelity Government Cash Reserves	\$ 1.00	55,962.720	\$ 55,962.72	\$ 55,962.72	\$ -
Total Cash and Money Market			\$ 55,962.72	\$ 55,962.72	\$ -
<b>Equity ETFs:</b>					
Health Care Select Sector SPDR		76.000	\$ 9,750.66	\$ 10,043.40	\$ 292.74
Select Sector SPDR Trust Consumer	-	56.000	9,236.36	10,104.08	867.72
Total Equity ETFs			\$ 18,987.02	\$ 20,147.48	\$ 1,160.46
<b>Fixed Income ETFs:</b>					
Ishares TR 7 - 10 YR BD		112.000	\$ 14,682.08	\$ 14,754.88	\$ 72.80
Pimco 25+ YR Zero CPN US TIF		19.000	2,855.89	2,890.66	34.77
Total Fixed Income ETFs			\$ 17,537.97	\$ 17,645.54	\$ 107.57
<b>Other ETFs:</b>					
First Trust Managed Futures Strategy FU	-	230.000	\$ 11,302.45	\$ 11,106.70	\$ (195.75)
Powershares DB Multi-Sector Base Metals Fd	\$ -	326.000	5,620.89	6,767.76	1,146.87
United States Gasoline FD LP Unites		156.000	4,294.54	5,845.32	1,550.78
Total Other ETFs			\$ 21,217.88	\$ 23,719.78	\$ 2,501.90
<b>Stock Mutual Funds:</b>					
Total Stock Mutual Funds			\$ -	\$ -	\$ -
Total Mutual Funds and ETFs			\$ 57,742.87	\$ 61,512.80	\$ 3,769.93
<b>Total Endowment Share-ISG</b>			<b>\$ 113,705.59</b>	<b>\$ 117,475.52</b>	<b>\$ 3,769.93</b>
<b>Total Endowment Pool-Soltis Investment Advisors</b>			<b>\$ 18,984,756.72</b>	<b>\$ 25,531,982.25</b>	<b>\$ 6,547,225.53</b>
<b>OTHER ALTERNATIVE INVESTMENTS</b>					
State Bank of Southern Utah-Private Equity Partnership	\$ 117.64	4,637.000	\$ 545,508.00	\$ 1,205,620.00	\$ 660,112.00
<b>TOTAL ENDOWMENT POOL INVESTMENTS</b>			<b>\$ 27,244,333.48</b>	<b>\$ 36,510,940.05</b>	<b>\$ 9,266,606.57</b>

Investment Portfolio  
 For The Month Ended July 31, 2021

TRUST FUND POOL					
	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>MORETON CAPITAL MARKETS</b>					
<b>Cash and Money Market:</b>					
US Govt Money Market Fund	\$ 1.00	5,617.910	\$ 5,617.91	\$ 5,617.91	\$ -
Total Cash and Money Market			\$ 5,617.91	\$ 5,617.91	\$ -
<b>Fixed Income Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
PIMCO Total Return Fund Instl CL	10.46	77,238.066	\$ 808,151.95	\$ 808,682.55	\$ 530.60
Total Mutual Funds and ETFs			\$ 808,151.95	\$ 808,682.55	\$ 530.60
<b>TOTAL TRUST FUND POOL</b>			<b>\$ 813,769.86</b>	<b>\$ 814,300.46</b>	<b>\$ 530.60</b>
<b>PUBLIC TREASURER S INVESTMENT FUND (PTIF) - DEBT RESERVES</b>					
	Yield	Shares	Cost	Market	Unrealized Gain/(Loss)
PTIF - Debt Reserves	0.3974%	N/A	\$ 1,069,809.01	\$ 1,069,809.01	\$ -
<b>TOTAL PTIF - DEBT RESERVES</b>			<b>\$ 1,069,809.01</b>	<b>\$ 1,069,809.01</b>	<b>\$ -</b>
<b>GRAND TOTAL - INVESTED FUNDS</b>			<b>\$ 110,820,740.58</b>	<b>\$ 120,470,963.94</b>	<b>\$ 9,650,223.36</b>



INVESTMENT REPORT

**August 31, 2021**

- Page 2 - Summarized Investment Balances and Asset Mix
- Pages 3-4 - Summary Report of Investment Activity and Income
- Pages 5-6 - Detail of Current Month Transactions
- Pages 7-13 - Investment Portfolio

Prepared by:  
Melanie Orton/Accounting Manager  
9/3/2021

Public Treasurer's Assertion

To the best of my knowledge, the University is in compliance with the State Money Management Act, the Rules of the State Money Management Council, the Uniform Prudent Management of Institutional Funds Act, Board of Regents Policy R541, and Southern Utah University's Investment Policy 10.12.

 10/22/21

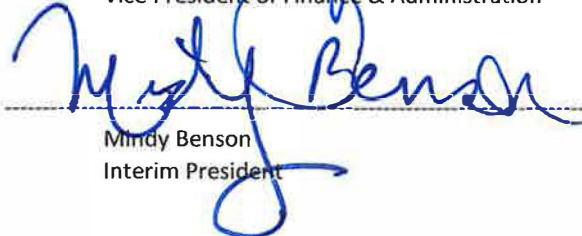
A. Mitchell Bealer  
Public Treasurer

Date

 11/1/21

Marvin L. Dodge  
Vice President of Finance & Administration

Date

 11/16/21

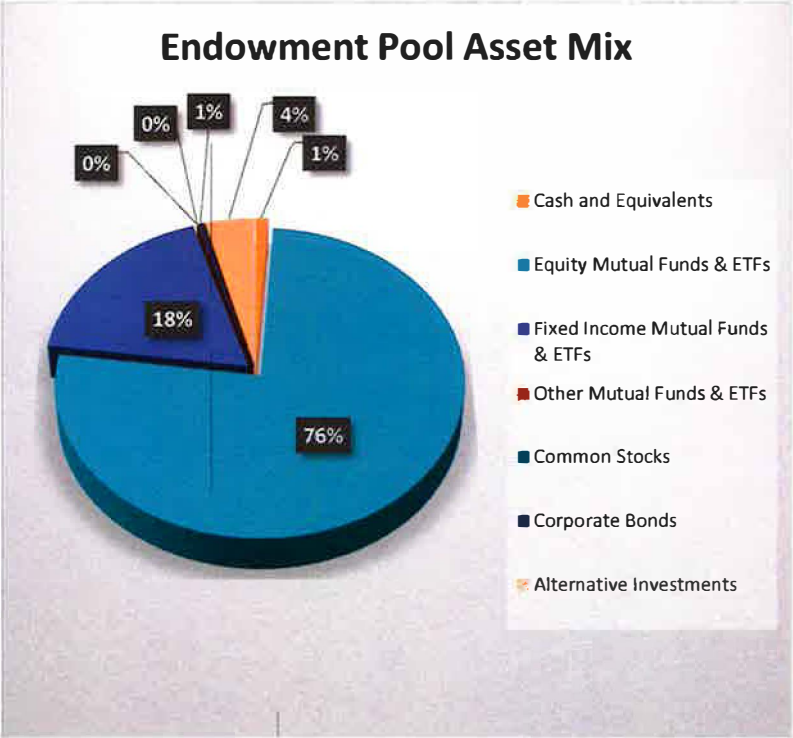
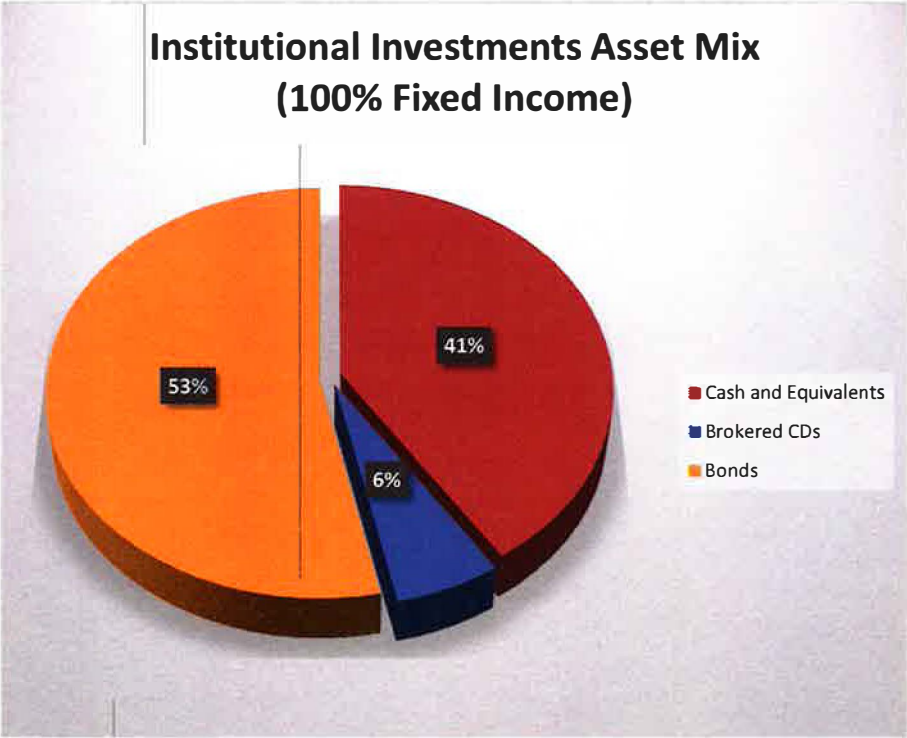
Mindy Benson  
Interim President

Date

Summarized Investment Balances and Asset Mix  
For The Month Ended August 31, 2021

INVESTMENT BALANCES BY CUSTODIAN (Market Value)					
Investment Pool	Moreton Capital Markets	Soltis Investment Advisors	State Treasurer	State Bank of Southern Utah	TOTAL
Cash Management Pool	\$ 52,752,384	\$ -	\$ 36,285,894	\$ -	\$ 89,038,278
Endowment Pool	9,869,444	26,086,696	-	1,205,620 *	37,161,760
Trust Fund Pool	813,418	-	-	-	813,418
Debt Service Pool	-	-	1,070,136	-	1,070,136
Ending Monthly Balance	<b>\$ 63,435,246</b>	<b>\$ 26,086,696</b>	<b>\$ 37,356,031</b>	<b>\$ 1,205,620</b>	<b>\$ 128,083,592</b>

\* This is a private equity stock that is recorded at book value rather than market value





Summary Report of Investment Activity and Income  
For The Month Ended August 31, 2021

INVESTMENT ACTIVITY					
Cash Management Pool					
	Moreton Capital		State		
	Markets		Treasurer		TOTAL
Beginning Balance	\$ 52,799,349	\$	29,276,565		\$ 82,075,914
Cash Transfers In	1,000,000		13,000,000		14,000,000
Cash Transfers Out	(1,046,739)		(6,000,000)		(7,046,739)
Interest Received	45,056		9,330		54,386 <sup>a</sup>
Acquisitions	1,002,997				1,002,997
Dispositions	(1,000,000)				(1,000,000)
Expenses	-				-
Market Value Change	(48,280)				(48,280)
<b>Cash Management Pool Ending Balance</b>	<b>\$ 52,752,384</b>	<b>\$</b>	<b>36,285,894</b>		<b>\$ 89,038,278</b>
Endowment Pool					
	Moreton Capital	Soltis Investment	Soltis Investment	State Bank of	
	Markets	Advisors (SUU)	Advisors (ISG)	Southern Utah	TOTAL
Beginning Balance	\$ 9,773,338	\$ 25,414,507	\$ 117,476	\$ 1,205,620	\$ 36,510,940
Cash Transfers Out	(12,629)	-	-	-	(12,629)
Dividends/Capital Gains	12,633	23,466	9	-	36,108 <sup>b</sup>
Interest Received	-	1,250	-	-	1,250 <sup>a</sup>
Securities Transferred In	-	(2,308)	-	-	(2,308)
Market Value Change	96,103	532,225	71	-	628,399
<b>Endowment Pool Ending Balance</b>	<b>\$ 9,869,444</b>	<b>\$ 25,969,140</b>	<b>\$ 117,556</b>	<b>\$ 1,205,620</b>	<b>\$ 37,161,760</b>
Trust Fund Pool					
	Moreton Capital				
	Markets				TOTAL
Beginning Balance	\$ 814,300				\$ 814,300
Dividends/Capital Gains	1,434				1,434 <sup>b</sup>
Market Value Change	(2,317)				(2,317)
<b>Trust Fund Pool Ending Balance</b>	<b>\$ 813,418</b>				<b>\$ 813,418</b>



Summary Report of Investment Activity and Income  
For The Month Ended August 31, 2021

Debt Reserves Pool	
	<b>TOTAL</b>
Beginning Balance	\$ 1,069,809
Interest Earnings	327 <sup>a</sup>
<b>Debt Reserves Pool Ending Balance</b>	<b>1,070,136</b>
<b>Total Investment Pools Ending Balance \$ 128,083,592</b>	

Investment Income			
	Current Month	YTD	
Interest Received	\$ 55,963		sum of a
Additional Interest Accrued	11,688		
Total Interest Income	67,651	\$ 130,940	
Dividends	37,542	65,913	sum of b
Gains/Losses on Sale	-	(916)	sum of c
Investment Income	\$ 105,193	\$ 195,937	

Detail of Current Month Transactions  
For The Month Ended August 31, 2021

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
<b>Public Treasurer's Investment Fund (PTIF)</b>					
PTIF Deposits	\$ 13,000,000	\$ -	\$ -	\$ -	13,000,000
PTIF Withdrawals	(6,000,000)	-	-	-	(6,000,000)
Interest Revenue	9,330				9,330
<b>Total PTIF</b>	<b>7,009,330</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7,009,330</b>
<b>Moreton Capital Markets</b>					
Bond Interest Revenue	45,056				45,056
Sales proceeds on Bond redemption	1,000,000				1,000,000
Deposits to purchase securities	1,002,997				1,002,997
Funds used to purchase securities	(1,002,997)				(1,002,997)
Cash transferred to SUU	(1,046,739)				(1,046,739)
Barclay Bond Matured	(1,000,000)				(1,000,000)
Freddie Mac Bond Purchase Plus Accrued Interest	1,002,997				1,002,997
Decrease in market value of securities	(48,280)				(48,280)
<b>Sub-Total Moreton Capital Markets</b>	<b>(46,966)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(46,966)</b>
Dividend/Capital Gain Revenue-Cash		8,428			8,428
Dividends/Capital Gains Reinvested		4,205			4,205
Funds used to purchase securities		(4,205)			(4,205)
Cash transferred to SUU		(8,424)			(8,424)
Increase in market value of securities		96,103			96,103
<b>Sub-Total Moreton Capital Markets</b>	<b>-</b>	<b>96,107</b>	<b>-</b>	<b>-</b>	<b>96,107</b>
Dividend/Capital Gain Revenue-Cash			1,434		1,434
Decrease in market value of securities			(2,317)		(2,317)
<b>Sub-Total Moreton Capital Markets</b>	<b>-</b>	<b>-</b>	<b>(883)</b>	<b>-</b>	<b>(883)</b>
<b>Total Moreton Capital Markets</b>	<b>(46,966)</b>	<b>96,107</b>	<b>(883)</b>	<b>-</b>	<b>48,258</b>

Detail of Current Month Transactions  
For The Month Ended August 31, 2021

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
<b>Soltis Investment Advisors</b>					
Dividends/Capital Gains Revenue-Cash		23,466			23,466
Dividends/Capital Gains Reinvested		(2,308)			(2,308)
Interest Revenue-Cash		1,250			1,250
Decrease in market value of securities		532,225			532,225
<b>Sub-Total Soltis Investment Advisors-SUU Share</b>	-	<b>554,633</b>	-	-	<b>554,633</b>
Dividend Revenue-Cash		9			9
Decrease in market value of securities		71			71
<b>Sub-Total Soltis Investment Advisors-ISG Share</b>	-	<b>80</b>	-	-	<b>80</b>
<b>Total Soltis Investment Advisors</b>	-	<b>554,713</b>	-	-	<b>554,713</b>
<b>Alternative Investments (State Bankcorp Stock)</b>					
Increase in market value of securities		-			-
Dividend Revenue-Cash		-			-
<b>Total Alternative Investments (State Bancorp Stock)</b>	-	-	-	-	-
<b>Public Treasurer's Investment Fund - Debt Reserves</b>					
Dividend Revenue-Cash				327	327
<b>Total Public Treasurer's Investment Fund - Debt Reserves</b>	-	-	-	<b>327</b>	<b>327</b>
<b>Net Increase (Decrease) in Investments</b>	<b>\$ 6,962,364</b>	<b>\$ 650,820</b>	<b>\$ (883)</b>	<b>\$ 327</b>	<b>\$ 7,612,628</b>

Investment Portfolio  
 For The Month Ended August 31, 2021

CASH MANAGEMENT PORTFOLIO						
	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)	
<b>PUBLIC TREASURER'S INVESTMENT FUND (PTIF)</b>						
Public Treasurer's Investment Fund (PTIF)	0.324%	N/A	\$ 36,285,894.48	\$ 36,285,894.48	\$ -	
<b>Cash and Money Market:</b>						
Cash Management Cash			\$ -	\$ -	\$ -	
Cash Management Money Market	0.0000%	N/A	-	-	-	
Total Cash and Money Market			\$ -	\$ -	\$ -	
<b>Fixed Income Investments:</b>						
<b>Brokered Certificates of Deposit:</b>						
Bridgewater BK Bloomington Minnesota	1.8447%	10/28/2021	\$ 239,000.00	\$ 239,688.32	\$ 688.32	
Synchrony Bank Retail	1.6957%	11/4/2021	80,978.72	81,204.12	225.40	
Live Oak Banking Company	1.8425%	11/22/2021	240,000.00	240,974.40	974.40	
Landmark Community Bank	1.8833%	2/23/2022	240,000.00	242,124.00	2,124.00	
Ally BK Midvale Utah	1.9646%	8/15/2022	240,000.00	244,324.80	4,324.80	
Citibank National Association Pasadena California	1.9158%	8/23/2022	240,000.00	244,286.40	4,286.40	
Firstier BK Kimball Nebraska	1.8434%	8/23/2023	240,000.00	247,363.20	7,363.20	
Merrick BK South Jordan Utah	1.8823%	2/28/2024	240,000.00	248,632.80	8,632.80	
Capital One National Association McClean	2.0136%	8/14/2024	240,000.00	250,298.40	10,298.40	
Capital One BK USA National Association	2.0136%	8/14/2024	240,000.00	250,298.40	10,298.40	
Enerbank USA Salt Lake City Utah	1.8778%	8/15/2024	240,000.00	249,232.80	9,232.80	
CFBank Fairlawn Ohio	1.7864%	8/19/2024	240,000.00	248,539.20	8,539.20	
Medallion BK Salt Lake City Utah	1.8321%	8/19/2024	240,000.00	248,892.00	8,892.00	
Washington Federal Seattle	1.8775%	8/28/2024	240,000.00	249,268.80	9,268.80	
Preferred BK Los Angeles California	1.8319%	8/30/2024	240,000.00	248,916.00	8,916.00	
Morgan Stanley Pvt Bk	1.7814%	2/6/2025	240,000.00	249,242.40	9,242.40	
Morgan Stanley NK N A	1.7814%	2/6/2025	240,000.00	249,242.40	9,242.40	
Salle Mae BK Murray Utah	0.6534%	7/29/2025	240,000.00	238,737.60	(1,262.40)	
State BK India New York NY	0.6535%	7/30/2025	240,000.00	238,732.80	(1,267.20)	
Texas Exchange BK Crowley	0.6579%	2/26/2026	240,000.00	237,127.20	(2,872.80)	
JP Morgan Chase Co	0.8545%	4/30/2026	240,000.00	238,737.60	(1,262.40)	
SunWest Bank Irvine California	0.7086%	4/30/2026	240,000.00	237,091.20	(2,908.80)	
Total Certificates of Deposit			\$ 5,119,978.72	\$ 5,222,954.84	\$ 102,976.12	

Investment Portfolio  
 For The Month Ended August 31, 2021

**CASH MANAGEMENT PORTFOLIO (continued)**

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>Bonds, Notes &amp; Bills:</b>					
American Express (\$1,000,000 Par)	0.7946%	11/5/2021	\$ 1,000,403.53	\$ 1,000,530.00	\$ 126.47
American Express (\$1,500,000 Par)	0.7946%	11/5/2021	1,483,977.93	1,500,795.00	16,817.07
Federal Farm Credit Bank (\$2,300,000 Par)	1.7528%	11/29/2021	2,299,784.69	2,309,407.00	9,622.31
Sumitomo Mitsubishi (\$1,008,000 Par)	1.1531%	1/11/2022	1,009,489.12	1,011,417.12	1,928.00
American Honda Fin Group (\$1,000,000 Par)	0.6458%	2/15/2022	996,695.85	1,001,870.00	5,174.15
Union Bank Floater (\$1,050,000 Par)	0.7732%	3/7/2022	1,051,077.77	1,052,509.50	1,431.73
Union Bank Floater (2) (\$1,265,000 Par)	0.7732%	3/7/2022	1,266,690.63	1,268,023.35	1,332.72
Citibank (\$1,000,000 Par)	1.1291%	4/25/2022	999,874.72	1,005,230.00	5,355.28
Royal Bank of Canada (\$1,000,000 Par)	0.6452%	4/29/2022	977,763.33	1,002,860.00	25,096.67
Sumitomo Mitsubishi (\$3,000,000 Par)	0.9620%	7/12/2022	3,010,804.49	3,015,510.00	4,705.51
Mitsubishi (\$1,000,000 Par)	0.9590%	7/25/2022	991,561.84	1,006,220.00	14,658.16
Mizuho (\$1,000,000 Par)	1.0487%	9/11/2022	990,734.46	1,007,940.00	17,205.54
Bank America Corporation (\$2,525,000 Par)	1.3638%	10/21/2022	2,545,665.17	2,529,090.50	(16,574.67)
Toronto Dominion Bank (\$1,000,000 Par)	0.7154%	12/1/2022	979,279.11	1,006,440.00	27,160.89
JP Morgan (\$1,440,000 Par)	1.1785%	1/15/2023	1,450,948.67	1,445,443.20	(5,505.47)
JP Morgan (\$1,000,000 Par)	1.1785%	1/15/2023	1,007,571.29	1,003,780.00	(3,791.29)
Bank America Corporation (\$1,100,000 Par)	1.3423%	1/20/2023	1,097,880.63	1,104,697.00	6,816.37
Goldman Sachs Group (\$1,000,000 Par)	0.9174%	2/23/2023	971,353.37	1,008,240.00	36,886.63
Mitsubishi (\$1,000,000 Par)	0.9198%	3/2/2023	988,334.81	1,008,910.00	20,575.19
Mizuho Fin Group (\$1,000,000 Par)	0.9744%	3/5/2023	990,957.06	1,008,780.00	17,822.94
Mizuho Fin Group (\$1,600,000 Par)	0.9744%	3/5/2023	1,592,303.54	1,614,048.00	21,744.46
Canadian Imperial Bank (\$1,500,000 Par)	0.8823%	3/17/2023	1,482,293.75	1,513,020.00	30,726.25
Banco Santander SA (\$1,000,000 Par)	1.2907%	4/12/2023	1,010,689.13	1,012,610.00	1,920.87
JP Morgan Chase & Company (\$1,500,000 Par)	2.7333%	4/25/2023	1,537,140.38	1,523,415.00	(13,725.38)
American Honda Fin Group (\$1,500,000 Par)	0.5630%	5/10/2023	1,485,579.09	1,505,460.00	19,880.91
Citigroup Inc (\$1,000,000 Par)	1.1176%	7/24/2023	1,005,758.17	1,006,580.00	821.83

Investment Portfolio  
 For The Month Ended August 31, 2021

**CASH MANAGEMENT PORTFOLIO (continued)**

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>Bonds, Notes &amp; Bills:</b>					
Citigroup Inc (\$1,000,000 Par)	1.6008%	9/1/2023	1,017,952.52	1,011,970.00	(5,982.52)
Morgan Stanley (\$1,500,000 Par)	1.5529%	10/24/2023	1,528,913.53	1,521,360.00	(7,553.53)
Wells Fargo Company (\$1,000,000 Par)	1.3965%	10/31/2023	1,526,203.84	1,519,830.00	(6,373.84)
Freddie Mac (\$1,000,000 Par)	0.6511%	9/9/2025	1,000,000.00	998,350.00	(1,650.00)
Federal Home Loan Bank Mtg Bank (\$1,000,000 Par)	0.6517%	10/27/2025	997,200.65	997,410.00	209.35
Federal Home Loan Bank (\$1,000,000 Par)	0.6530%	2/24/2026	992,174.47	995,410.00	3,235.53
Federal Home Loan Bank (\$1,000,000 Par)	0.6529%	2/26/2026	993,496.05	995,530.00	2,033.95
Federal Home Loan Bank (\$1,000,000 Par)	0.8015%	3/10/2026	999,098.23	998,110.00	(988.23)
Farmer Mac (\$520,000 Par)	0.8278%	3/27/2026	520,000.00	521,388.40	1,388.40
Federal Home Loan Bank (\$2,000,000 Par)	0.9008%	3/30/2026	2,000,000.00	1,998,280.00	(1,720.00)
Federal Home Loan Bank (\$1,500,000 Par)	0.0000%	3/30/2026	1,499,638.62	1,498,965.00	(673.62)
Total Bonds, Notes and Bills			\$ 47,299,290.44	\$ 47,529,429.07	\$ 230,138.63
Total Fixed Income Investments			\$ 52,419,269.16	\$ 52,752,383.91	\$ 333,114.75
<b>Total Cash Management Portfolio-Moreton Capital Markets</b>			<b>\$ 52,419,269.16</b>	<b>\$ 52,752,383.91</b>	<b>\$ 333,114.75</b>
<b>TOTAL CASH MANAGEMENT PORTFOLIO</b>			<b>\$ 88,705,163.64</b>	<b>\$ 89,038,278.39</b>	<b>\$ 333,114.75</b>

Investment Portfolio  
 For The Month Ended August 31, 2021

**ENDOWMENT POOL**

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>MORETON CAPITAL MARKETS</b>					
<b>Cash and Money Market:</b>					
Endowment Cash			\$ -	\$ -	\$ -
US Govt Money Market Fund	\$ 1.00	187,174.450	187,174.45	187,174.45	-
Total Cash and Money Market			\$ 187,174.45	\$ 187,174.45	\$ -
<b>Equity Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
Ishares Core S&P Mid-Cap ETF	\$ 192.18	1,525.000	\$ 293,072.70	\$ 419,481.75	\$ 126,409.05
Ishares Core S&P 500 ETF	271.30	2,530.000	686,396.20	1,147,886.30	461,490.10
Ishares: Russell Mid-Cap Growth ETF	44.92	5,596.000	251,377.00	660,551.84	409,174.84
Ishares: S&P 600 Small Cap Value Index ETF	56.24	4,452.000	250,391.00	457,086.84	206,695.84
Ishares: S&P 600 Growth Index ETF	58.42	4,290.000	250,625.00	579,836.40	329,211.40
Vanguard Mid-Cap ETF	120.15	2,080.000	249,922.00	515,299.20	265,377.20
Ishares Trust Core MSCI Eafe ETF	61.47	4,200.000	258,181.00	322,350.00	64,169.00
Vanguard Intl Equity Index Fund Inc FTS	43.79	2,300.000	100,713.50	120,129.00	19,415.50
Total Equity Investments			\$ 2,340,678.40	\$ 4,222,621.33	\$ 1,881,942.93
<b>Fixed Income Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
Ishares: Core US Aggregate BD ETF	\$ 105.71	8,825.000	\$ 932,895.73	\$ 1,024,229.50	\$ 91,333.77
PIMCO Enhanced Short Maturity Active Exch	101.59	10,982.000	1,115,647.11	1,119,944.36	4,297.25
Metropolitan West Fds Total Return Bond Fund	10.55	104,574.374	1,103,309.20	1,156,592.58	53,283.38
PIMCO Income Fund Class A	11.54	90,462.959	1,043,847.00	1,092,792.54	48,945.54
Ishares: 0 to 5 Year Tips Bond ETF	99.32	10,000.000	993,215.00	1,064,600.00	71,385.00
Total Fixed Income Investments			\$ 5,188,914.04	\$ 5,458,158.98	\$ 269,244.94
<b>Stock Mutual Funds:</b>					
Mondelez International Inc.	62.95	24.000	\$ 1,510.80	1,489.68	(21.12)
Total Common Stocks			1,510.80	1,489.68	(21.12)
<b>Total Endowment Pool-Moretton Capital Markets</b>			<b>\$ 7,718,277.69</b>	<b>\$ 9,869,444.44</b>	<b>\$ 2,151,166.75</b>

Investment Portfolio  
For The Month Ended August 31, 2021

ENDOWMENT POOL (continued)						
SOLTIS INVESTMENT ADVISORS						
SOUTHERN UTAH UNIVERSITY ENDOWMENT SHARE	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)	
<b>Cash and Money Market:</b>						
Fidelity Government Cash Reserves	\$ 1.00	147,802.360	\$ 147,802.36	\$ 147,802.36	\$ -	
Total Cash and Money Market			\$ 147,802.36	\$ 147,802.36	\$ -	
<b>Stock Mutual Funds:</b>						
Edgewood Growth Fund Instl CL	\$ 35.17	40,965.802	\$ 1,440,945.39	\$ 2,722,996.85	\$ 1,282,051.46	
American Beacon AHL MNGD Futures	11.32	6,489.710	73,445.20	74,761.45	1,316.25	
Artisan Mid Cap Fund Instl	43.28	7,690.081	332,818.35	495,318.11	162,499.76	
Blackrodk GL Long/Short Equity Instl	11.89	6,168.494	73,335.09	71,677.90	(1,657.19)	
Cliffwater Corporate Lending Fund I	10.49	106,563.093	1,118,080.00	1,127,437.52	9,357.52	
Grandeur Peak Glbl Reach Fund Instl	16.35	59,352.025	970,574.96	1,525,940.56	555,365.60	
Grandeur Peak Global Stalwarts Instl	15.18	66,745.874	1,013,412.51	1,789,456.88	776,044.37	
Oakmark Intl Advisor Fund	22.53	56,053.175	1,262,645.45	1,621,618.35	358,972.90	
Oakmark Fund Advisor Class	79.76	22,524.300	1,796,606.76	2,658,768.37	862,161.61	
JP Morgan Hedged Equity Class I	24.81	13,436.762	333,338.25	356,880.39	23,542.14	
T Rowe Price Emerg Markets Stock Fund I	42.97	17,415.835	748,312.29	931,921.33	183,609.04	
Wasatch Small Cap Growth Fund Instl CL	49.60	11,076.291	549,365.02	723,614.09	174,249.07	
Wasatch Small Cap Value Institutional	10.33	19,124.743	197,558.60	211,137.16	13,578.56	
Total Stock Mutual Funds			\$ 9,910,437.87	\$ 14,311,528.96	\$ 4,401,091.09	
<b>Bond Mutual Funds:</b>						
Metropolitan West Total Return Class I	\$ 11.06	108,480.867	\$ 1,200,080.00	\$ 1,199,798.38	\$ (281.62)	
Total Bond Mutual Funds			\$ 1,200,080.00	\$ 1,199,798.38	\$ (281.62)	
Total Mutual Funds			\$ 11,110,517.87	\$ 15,511,327.34	\$ 4,400,809.47	
<b>Exchange Traded Funds:</b>						
<b>Equity ETFs:</b>						
Cambria ETF TR Tail Risk	\$ 19.44	3,772.000	\$ 73,317.50	\$ 70,649.56	\$ (2,667.94)	
First TR Exchange-Traded FD Lunt US Factor	24.56	25,584.000	628,250.56	924,094.08	295,843.52	
Innovator ETFs TR S&P 500 Ultra	27.77	7,948.000	220,754.13	224,332.30	3,578.17	
Innovator ETFs TR S&P 500 Power	29.00	11,530.000	334,374.34	341,979.80	7,605.46	
Ishares Core S&P 500 ETF	282.26	6,937.000	1,958,045.16	3,147,386.27	1,189,341.11	
Ishares Core S&P Mid-Cap ETF	198.77	6,552.000	1,302,311.98	1,802,258.64	499,946.66	
Ishares Core S&P Small-Cap ETF	88.07	5,878.000	517,667.28	660,510.86	142,843.58	
Ishares Trust Core MSCI Eafe ETF	59.58	23,435.000	1,396,295.48	1,798,636.25	402,340.77	
Vanguard Intl Equity Index Fund Inc FTS	42.99	14,590.000	627,166.50	762,035.70	134,869.20	
Total Equity ETFs			\$ 7,058,182.93	\$ 9,731,883.46	\$ 2,673,700.53	

Investment Portfolio  
For The Month Ended August 31, 2021

**ENDOWMENT POOL (continued)**

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>Fixed Income ETFs:</b>					
Ishares: Core US Aggregate BD ETF	\$ 112.72	620.000	\$ 69,884.34	\$ 71,957.20	\$ 2,072.86
Total Fixed Income ETFs			\$ 69,884.34	\$ 71,957.20	\$ 2,072.86
Total Exchange Traded Funds			\$ 7,128,067.27	\$ 9,803,840.66	\$ 2,675,773.39
<b>Corporate Bonds:</b>					
Morgan Stanley	\$ 100.00	2,000.000	\$ 200,000.00	\$ 196,790.00	\$ (3,210.00)
Total Bonds			\$ 200,000.00	\$ 196,790.00	\$ (3,210.00)
<b>Alternative Investments:</b>					
GreenLake Real Estate Fund LLC	\$ 1,000.00	309.380	\$ 309,379.55	\$ 309,379.55	\$ -
Total Alternative Investments			\$ 309,379.55	\$ 309,379.55	\$ -
<b>Total Endowment Share-SUU</b>			<b>\$ 18,895,767.05</b>	<b>\$ 25,969,139.91</b>	<b>\$ 7,073,372.86</b>
<b>INVESTMENT STUDENT GROUP ENDOWMENT SHARE</b>					
<b>Cash and Money Market:</b>					
Fidelity Government Cash Reserves	\$ 1.00	55,971.960	\$ 55,971.96	\$ 55,971.96	\$ -
Total Cash and Money Market			\$ 55,971.96	\$ 55,971.96	\$ -
<b>Equity ETFs:</b>					
Health Care Select Sector SPDR		76.000	9,750.66	10,275.96	525.30
Select Sector SPDR Trust Consumer	-	56.000	9,236.36	10,284.40	1,048.04
Total Equity ETFs			\$ 18,987.02	\$ 20,560.36	\$ 1,573.34
<b>Fixed Income ETFs:</b>					
Ishares TR 7 - 10 YR BD		112.000	\$ 14,682.08	\$ 14,707.84	\$ 25.76
Pimco 25+ YR Zero CPN US TIF		19.000	2,855.89	2,879.26	23.37
Total Fixed Income ETFs			\$ 17,537.97	\$ 17,587.10	\$ 49.13
<b>Other ETFs:</b>					
First Trust Managed Futures Strategy FU	-	230.000	\$ 11,302.45	\$ 10,942.25	\$ (360.20)
Powershares DB Multi-Sector Base Metals Fd	\$ -	326.000	5,620.89	6,790.58	1,169.69
United States Gasoline FD LP Unites		156.000	4,254.54	5,703.36	1,408.82
Total Other ETFs			\$ 21,217.88	\$ 23,436.19	\$ 2,218.31
<b>Stock Mutual Funds:</b>					
Total Stock Mutual Funds			\$ -	\$ -	\$ -
Total Mutual Funds and ETFs			\$ 57,742.87	\$ 61,583.65	\$ 3,840.78
<b>Total Endowment Share-ISG</b>			<b>\$ 113,714.83</b>	<b>\$ 117,555.61</b>	<b>\$ 3,840.78</b>
<b>Total Endowment Pool-Soltis Investment Advisors</b>			<b>\$ 19,009,481.88</b>	<b>\$ 26,086,695.52</b>	<b>\$ 7,077,213.64</b>
<b>OTHER ALTERNATIVE INVESTMENTS</b>					
State Bank of Southern Utah-Private Equity Partnership	\$ 117.64	4,637.000	\$ 545,508.00	\$ 1,205,620.00	\$ 660,112.00
<b>TOTAL ENDOWMENT POOL INVESTMENTS</b>			<b>\$ 27,273,267.57</b>	<b>\$ 37,161,759.96</b>	<b>\$ 9,888,492.39</b>

Investment Portfolio  
For The Month Ended August 31, 2021

**TRUST FUND POOL**

	<u>Cost/share</u>	<u>Shares</u>	<u>Cost</u>	<u>Market</u>	<u>Unrealized Gain/(Loss)</u>
<b>MORETON CAPITAL MARKETS</b>					
<b>Cash and Money Market:</b>					
US Govt Money Market Fund	\$ 1.00	7,052.150	\$ 7,052.15	\$ 7,052.15	\$ -
Total Cash and Money Market			\$ 7,052.15	\$ 7,052.15	\$ -
<b>Fixed Income Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
PIMCO Total Return Fund Instl CL	10.46	77,238.066	\$ 808,151.95	\$ 806,365.41	\$ (1,786.54)
Total Mutual Funds and ETFs			\$ 808,151.95	\$ 806,365.41	\$ (1,786.54)
<b>TOTAL TRUST FUND POOL</b>			<b>\$ 815,204.10</b>	<b>\$ 813,417.56</b>	<b>\$ (1,786.54)</b>

**PUBLIC TREASURER'S INVESTMENT FUND (PTIF)-DEBT RESERVES**

	<u>Yield</u>	<u>Shares</u>	<u>Cost</u>	<u>Market</u>	<u>Unrealized Gain/(Loss)</u>
PTIF - Debt Reserves	0.3553%	N/A	\$ 1,070,136.29	\$ 1,070,136.29	\$ -
<b>TOTAL PTIF - DEBT RESERVES</b>			<b>\$ 1,070,136.29</b>	<b>\$ 1,070,136.29</b>	<b>\$ -</b>
<b>GRAND TOTAL - INVESTED FUNDS</b>			<b>\$ 117,863,771.60</b>	<b>\$ 128,083,592.20</b>	<b>\$ 10,219,820.60</b>



INVESTMENT REPORT

**September 30, 2021**

- Page 2 - Summarized Investment Balances and Asset Mix
- Pages 3-4 - Summary Report of Investment Activity and Income
- Pages 5-6 - Detail of Current Month Transactions
- Pages 7-13 - Investment Portfolio

Prepared by:

Melanie Orton/Accounting Manager

10/6/2021

Public Treasurer's Assertion

To the best of my knowledge, the University is in compliance with the State Money Management Act, the Rules of the State Money Management Council, the Uniform Prudent Management of Institutional Funds Act, Board of Regents Policy R541, and Southern Utah University's Investment Policy 10.12.

 10/22/21

A. Mitchell Bealer  
Public Treasurer

Date



Marvin L. Dodge  
Vice President of Finance & Administration

Date

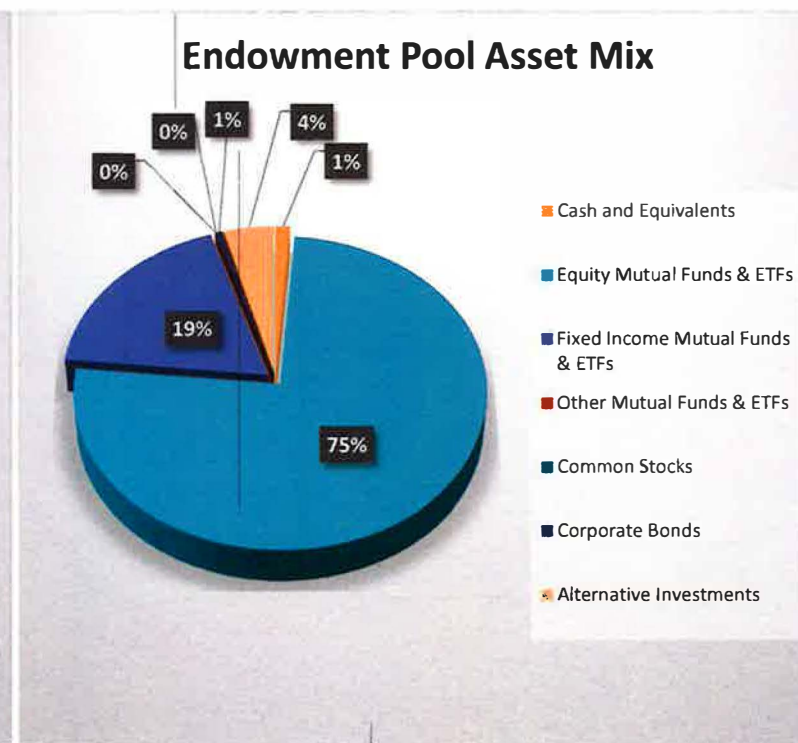
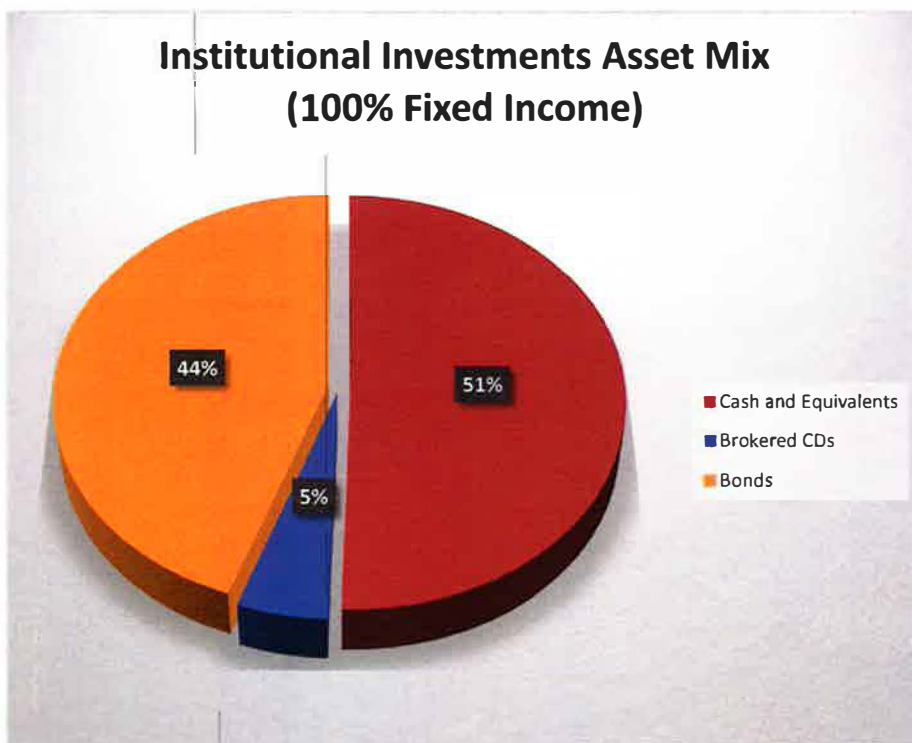
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Mindy Benson  
Interim President

Date

Summarized Investment Balances and Asset Mix  
For The Month Ended September 30, 2021

INVESTMENT BALANCES BY CUSTODIAN (Market Value)					
Investment Pool	Moreton Capital Markets	Soltis Investment Advisors	State Treasurer	Alternative Investments	TOTAL
Cash Management Pool	\$ 52,716,330	\$ -	\$ 53,897,799	\$ -	\$ 106,614,129
Endowment Pool	9,672,588	24,897,585	-	1,517,322 *	36,087,495
Trust Fund Pool	808,455	-	-	-	808,455
Debt Service Pool	-	-	1,070,435	-	1,070,435
Ending Monthly Balance	<b>\$ 63,197,373</b>	<b>\$ 24,897,585</b>	<b>\$ 54,968,234</b>	<b>\$ 1,517,322</b>	<b>\$ 144,580,514</b>

\* This is a private equity stock that is recorded at book value rather than market value





Summary Report of Investment Activity and Income  
For The Month Ended September 30, 2021

INVESTMENT ACTIVITY					
Cash Management Pool					
	Moreton Capital		State		TOTAL
	Markets		Treasurer		
Beginning Balance	\$ 52,752,384	\$	36,285,894	\$	89,038,278
Cash Transfers In	-		23,100,000		23,100,000
Cash Transfers Out	(36,847)		(5,500,000)		(5,536,847)
Interest Received	46,774		11,904		58,678 <sup>a</sup>
Market Value Change	(45,982)				(45,982)
<b>Cash Management Pool Ending Balance</b>	<b>\$ 52,716,330</b>	<b>\$</b>	<b>53,897,799</b>	<b>\$</b>	<b>106,614,129</b>
Endowment Pool					
	Moreton Capital	Soltis Investment	Soltis Investment	Alternative	TOTAL
	Markets	Advisors (SUU)	Advisors (ISG)	Investments	
Beginning Balance	\$ 9,869,444	\$ 25,969,140	\$ 117,556	\$ 1,205,620	\$ 37,161,760
Cash Transfers In	1,119,699	-	-	-	1,119,699
Cash Transfers Out	(1,136,067)	-	-	-	(1,136,067)
Dividends/Capital Gains	26,772	30,474	60	2,323	59,629 <sup>b</sup>
Interest Received		1,250	-	-	1,250 <sup>a</sup>
Acquisitions	1,119,640				1,119,640
Securities Transferred In	-	-	-	309,380	309,380
Dispositions	(1,115,647)	(309,380)	-	-	(1,425,027)
Realized Gains/(Losses) on Dispositions	4,051	-	-	-	4,051 <sup>c</sup>
Market Value Change	(215,304)	(910,671)	(844)	-	(1,126,819)
<b>Endowment Pool Ending Balance</b>	<b>\$ 9,672,588</b>	<b>\$ 24,780,813</b>	<b>\$ 116,771</b>	<b>\$ 1,517,322</b>	<b>\$ 36,087,495</b>
Trust Fund Pool					
	Moreton Capital				TOTAL
	Markets				
Beginning Balance	\$ 813,418				\$ 813,418
Dividends/Capital Gains	1,217				1,217 <sup>b</sup>
Market Value Change	(6,179)				(6,179)
<b>Trust Fund Pool Ending Balance</b>	<b>\$ 808,455</b>				<b>\$ 808,455</b>



Summary Report of Investment Activity and Income  
For The Month Ended September 30, 2021

Debt Reserves Pool		TOTAL
Beginning Balance		\$ 1,070,136
Interest Earnings		298 <sup>a</sup>
<b>Debt Reserves Pool Ending Balance</b>		<b>1,070,435</b>
<b>Total Investment Pools Ending Balance</b>		<b>\$ 144,580,514</b>

Investment Income			
	Current Month	YTD	
Interest Received	\$ 60,227		sum of a
Additional Interest Accrued	9,568		
Total Interest Income	69,795	\$ 200,735	
Dividends	60,845	126,758	sum of b
Gains/Losses on Sale	4,051	3,135	sum of c
Investment Income	\$ 134,691	\$ 330,628	



Detail of Current Month Transactions  
For The Month Ended September 30, 2021

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
<b>Public Treasurer's Investment Fund (PTIF)</b>					
PTIF Deposits	\$ 23,100,000	\$ -	\$ -	\$ -	23,100,000
PTIF Withdrawals	(5,500,000)	-	-	-	(5,500,000)
Interest Revenue	11,904	-	-	-	11,904
<b>Total PTIF</b>	<b>17,611,904</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,611,904</b>
<b>Moreton Capital Markets</b>					
Bond Interest Revenue	46,774	-	-	-	46,774
Cash transferred to SUU	(36,847)	-	-	-	(36,847)
Decrease in market value of securities	(45,982)	-	-	-	(45,982)
<b>Sub-Total Moreton Capital Markets</b>	<b>(36,054)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(36,054)</b>
Cash proceeds from sale of ETFs/Mutual Funds	-	1,119,699	-	-	1,119,699
Dividend/Capital Gain Revenue-Cash	-	22,501	-	-	22,501
Dividends/Capital Gains Reinvested	-	4,270	-	-	4,270
Funds used to purchase securities	-	(1,123,910)	-	-	(1,123,910)
Cash transferred to SUU	-	(12,157)	-	-	(12,157)
MINT Sale	-	(1,115,647)	-	-	(1,115,647)
JP Morgan Purchase	-	1,119,640	-	-	1,119,640
Net Realized Gain on Sale of Securities	-	4,051	-	-	4,051
Increase in market value of securities	-	(215,304.38)	-	-	(215,304)
<b>Sub-Total Moreton Capital Markets</b>	<b>-</b>	<b>(196,857)</b>	<b>-</b>	<b>-</b>	<b>(196,857)</b>
Dividend/Capital Gain Revenue-Cash	-	-	1,217	-	1,217
Decrease in market value of securities	-	-	(6,179)	-	(6,179)
<b>Sub-Total Moreton Capital Markets</b>	<b>-</b>	<b>-</b>	<b>(4,962)</b>	<b>-</b>	<b>(4,962)</b>
<b>Total Moreton Capital Markets</b>	<b>(36,054)</b>	<b>(196,857)</b>	<b>(4,962)</b>	<b>-</b>	<b>(237,873)</b>



Detail of Current Month Transactions  
 For The Month Ended September 30, 2021

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
<b>Soltis Investment Advisors</b>					
Dividends/Capital Gains Revenue-Cash		30,474			30,474
Interest Revenue-Cash		1,250			1,250
Decrease in market value of securities		(910,671)			(910,671)
<b>Sub-Total Soltis Investment Advisors-SUU Share</b>	-	<b>(878,947)</b>	-	-	<b>(878,947)</b>
Dividend Revenue-Cash		60			60
Decrease in market value of securities		(844)			(844)
<b>Sub-Total Soltis Investment Advisors-ISG Share</b>	-	<b>(784)</b>	-	-	<b>(784)</b>
<b>Total Soltis Investment Advisors</b>	-	<b>(879,731)</b>	-	-	<b>(879,731)</b>
<b>Alternative Investments (State Bancorp Stock &amp; Greenlake)</b>					
Dividend Revenue-Cash		2,323			2,323
<b>Total Alternative Investments (State Bancorp Stock &amp; Greenlake)</b>	-	<b>2,323</b>	-	-	<b>2,323</b>
<b>Public Treasurer's Investment Fund - Debt Reserves</b>					
Dividend Revenue-Cash				298	298
<b>Total Public Treasurer's Investment Fund - Debt Reserves</b>	-	-	-	<b>298</b>	<b>298</b>
<b>Net Increase (Decrease) in Investments</b>	<b>\$ 17,575,850</b>	<b>\$ (1,074,265)</b>	<b>\$ (4,962)</b>	<b>\$ 298</b>	<b>\$ 16,496,921</b>

Investment Portfolio  
 For The Month Ended September 30, 2021

**CASH MANAGEMENT PORTFOLIO**

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>PUBLIC TREASURER'S INVESTMENT FUND (PTIF)</b>					
Public Treasurer's Investment Fund (PTIF)	0.000%	N/A	\$ 53,897,798.77	\$ 53,897,798.77	\$ -
<b>Cash and Money Market:</b>					
Cash Management Cash			\$ 9,927.45	\$ 9,927.45	\$ -
Cash Management Money Market	0.0000%	N/A	-	-	-
Total Cash and Money Market			\$ 9,927.45	\$ 9,927.45	\$ -
<b>Fixed Income Investments:</b>					
<b>Brokered Certificates of Deposit:</b>					
Bridgewater BK Bloomington Minnesota	1.8475%	10/28/2021	\$ 239,000.00	\$ 239,325.04	\$ 325.04
Synchrony Bank Retail	1.6978%	11/4/2021	80,988.54	81,106.92	118.38
Live Oak Banking Company	1.8453%	11/22/2021	240,000.00	240,607.20	607.20
Landmark Community Bank	1.8865%	2/23/2022	240,000.00	241,716.00	1,716.00
Ally BK Midvale Utah	1.9668%	8/15/2022	240,000.00	244,048.80	4,048.80
Citibank National Association Pasadena California	1.9178%	8/23/2022	240,000.00	244,034.40	4,034.40
Firstier BK Kimball Nebraska	1.8455%	8/23/2023	240,000.00	247,092.00	7,092.00
Merrick BK South Jordan Utah	1.8837%	2/28/2024	240,000.00	248,452.80	8,452.80
Capital One National Association McClean	2.0146%	8/14/2024	240,000.00	250,171.20	10,171.20
Capital One BK USA National Association	2.0146%	8/14/2024	240,000.00	250,171.20	10,171.20
Enerbank USA Salt Lake City Utah	1.8785%	8/15/2024	240,000.00	249,134.40	9,134.40
CFBank Fairlawn Ohio	1.7870%	8/19/2024	240,000.00	248,462.40	8,462.40
Medallion BK Salt Lake City Utah	1.8328%	8/19/2024	240,000.00	248,805.60	8,805.60
Washington Federal Seattle	1.8782%	8/28/2024	240,000.00	249,177.60	9,177.60
Preferred BK Los Angeles California	1.8325%	8/30/2024	240,000.00	248,844.00	8,844.00
Morgan Stanley Pvt Bk	1.7812%	2/6/2025	240,000.00	249,264.00	9,264.00
Morgan Stanley NK N A	1.7812%	2/6/2025	240,000.00	249,264.00	9,264.00
Salle Mae BK Murray Utah	0.6520%	7/29/2025	240,000.00	239,248.80	(751.20)
State BK India New York NY	0.6520%	7/30/2025	240,000.00	239,246.40	(753.60)
Texas Exchange BK Crowley	0.6557%	2/26/2026	240,000.00	237,924.00	(2,076.00)
JP Morgan Chase Co	0.8500%	4/30/2026	240,000.00	240,000.00	-
SunWest Bank Irvine California	0.7061%	4/30/2026	240,000.00	237,924.00	(2,076.00)
Total Certificates of Deposit			\$ 5,119,988.54	\$ 5,224,020.76	\$ 104,032.22

## Investment Portfolio

For The Month Ended September 30, 2021

## CASH MANAGEMENT PORTFOLIO (continued)

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>Bonds, Notes &amp; Bills:</b>					
American Express (\$1,000,000 Par)	0.7950%	11/5/2021	\$ 1,000,219.63	\$ 1,000,060.00	\$ (159.63)
American Express (\$1,500,000 Par)	0.7950%	11/5/2021	1,485,093.03	1,500,090.00	14,996.97
Federal Farm Credit Bank (\$2,300,000 Par)	1.7553%	11/29/2021	2,299,856.49	2,306,210.00	6,353.51
Sumitomo Mitsubishi (\$1,008,000 Par)	1.1541%	1/11/2022	1,009,153.25	1,010,509.92	1,356.67
American Honda Fin Group (\$1,000,000 Par)	0.6460%	2/15/2022	997,285.35	1,001,500.00	4,214.65
Union Bank Floater (\$1,050,000 Par)	0.7734%	3/7/2022	1,050,905.79	1,052,121.00	1,215.21
Union Bank Floater (2) (\$1,265,000 Par)	0.7734%	3/7/2022	1,266,420.84	1,267,555.30	1,134.46
Citibank (\$1,000,000 Par)	1.1300%	4/25/2022	999,890.57	1,004,400.00	4,509.43
Royal Bank of Canada (\$1,000,000 Par)	0.6453%	4/29/2022	980,531.39	1,002,640.00	22,108.61
Sumitomo Mitsubishi (\$3,000,000 Par)	0.9617%	7/12/2022	3,009,775.50	3,016,620.00	6,844.50
Mitsubishi (\$1,000,000 Par)	0.9593%	7/25/2022	992,333.63	1,005,900.00	13,566.37
Mizuho (\$1,000,000 Par)	1.0480%	9/11/2022	991,473.73	1,008,560.00	17,086.27
Bank America Corporation (\$2,525,000 Par)	1.3652%	10/21/2022	2,544,174.90	2,526,464.50	(17,710.40)
Toronto Dominion Bank (\$1,000,000 Par)	0.7159%	12/1/2022	980,642.33	1,005,690.00	25,047.67
JP Morgan (\$1,440,000 Par)	1.1784%	1/15/2023	1,450,294.36	1,445,572.80	(4,721.56)
JP Morgan (\$1,000,000 Par)	1.1784%	1/15/2023	1,007,118.82	1,003,870.00	(3,248.82)
Bank America Corporation (\$1,100,000 Par)	1.3434%	1/20/2023	1,100,000.00	1,103,740.00	3,740.00
Goldman Sachs Group (\$1,000,000 Par)	0.9178%	2/23/2023	972,941.90	1,007,860.00	34,918.10
Mitsubishi (\$1,000,000 Par)	0.9199%	3/2/2023	988,973.42	1,008,790.00	19,816.58
Mizuho Fin Group (\$1,000,000 Par)	0.9746%	3/5/2023	991,449.41	1,008,640.00	17,190.59
Mizuho Fin Group (\$1,600,000 Par)	0.9746%	3/5/2023	1,592,722.59	1,613,824.00	21,101.41
Canadian Imperial Bank (\$1,500,000 Par)	0.8822%	3/17/2023	1,483,235.57	1,513,290.00	30,054.43
Banco Santander SA (\$1,000,000 Par)	1.2895%	4/12/2023	1,010,171.91	1,013,600.00	3,428.09
JP Morgan Chase & Company (\$1,500,000 Par)	2.7393%	4/25/2023	1,535,289.53	1,520,100.00	(15,189.53)
American Honda Fin Group (\$1,500,000 Par)	0.5623%	5/10/2023	1,486,280.19	1,507,320.00	21,039.81
Citigroup Inc (\$1,000,000 Par)	1.1180%	7/24/2023	1,005,508.54	1,006,250.00	741.46

Investment Portfolio  
 For The Month Ended September 30, 2021

**CASH MANAGEMENT PORTFOLIO (continued)**

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
<b>Bonds, Notes &amp; Bills:</b>					
Citigroup Inc (\$1,000,000 Par)	1.6015%	9/1/2023	1,017,215.76	1,011,540.00	(5,675.76)
Morgan Stanley (\$1,500,000 Par)	1.5543%	10/24/2023	1,527,807.15	1,519,935.00	(7,872.15)
Wells Fargo Company (\$1,000,000 Par)	1.3977%	10/31/2023	1,525,210.02	1,518,585.00	(6,625.02)
Freddie Mac (\$1,000,000 Par)	0.6528%	9/9/2025	1,000,000.00	995,770.00	(4,230.00)
Federal Home Loan Bank Mtg Bank (\$1,000,000 Par)	0.6550%	10/27/2025	997,256.01	992,430.00	(4,826.01)
Federal Home Loan Bank (\$1,000,000 Par)	0.6557%	2/24/2026	992,317.88	991,350.00	(967.88)
Federal Home Loan Bank (\$1,000,000 Par)	0.6561%	2/26/2026	993,615.10	990,650.00	(2,965.10)
Federal Home Loan Bank (\$1,000,000 Par)	0.8041%	3/10/2026	999,114.69	994,920.00	(4,194.69)
Farmer Mac (\$520,000 Par)	0.8327%	3/27/2026	520,000.00	518,284.00	(1,716.00)
Federal Home Loan Bank (\$2,000,000 Par)	0.9030%	3/30/2026	2,000,000.00	1,993,320.00	(6,680.00)
Federal Home Loan Bank (\$1,500,000 Par)	0.0000%	3/30/2026	1,499,645.10	1,494,420.00	(5,225.10)
Total Bonds, Notes and Bills			\$ 47,303,924.38	\$ 47,482,381.52	\$ 178,457.14
Total Fixed Income Investments			\$ 52,433,840.37	\$ 52,716,329.73	\$ 282,489.36
<b>Total Cash Management Portfolio-Moretton Capital Markets</b>			<b>\$ 52,433,840.37</b>	<b>\$ 52,716,329.73</b>	<b>\$ 282,489.36</b>
<b>TOTAL CASH MANAGEMENT PORTFOLIO</b>			<b>\$ 106,331,639.14</b>	<b>\$ 106,614,128.50</b>	<b>\$ 282,489.36</b>

Investment Portfolio  
 For The Month Ended September 30, 2021

**ENDOWMENT POOL**

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>MORETON CAPITAL MARKETS</b>					
<b>Cash and Money Market:</b>					
Endowment Cash			\$ 10,341.00	\$ 10,341.00	\$ -
US Govt Money Market Fund	\$ 1.00	187,237.220	187,237.22	187,237.22	-
Total Cash and Money Market			\$ 197,578.22	\$ 197,578.22	\$ -
<b>Equity Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
Ishares Core S&P Mid-Cap ETF	\$ 192.18	1,525.000	\$ 293,072.70	\$ 401,181.75	\$ 108,109.05
Ishares Core S&P 500 ETF	271.30	2,530.000	686,396.20	1,089,974.60	403,578.40
Ishares: Russell Mid-Cap Growth ETF	44.92	5,596.000	251,377.00	627,143.72	375,766.72
Ishares: S&P 600 Small Cap Value Index ETF	56.24	4,452.000	250,391.00	448,182.84	197,791.84
Ishares: S&P 600 Growth Index ETF	58.42	4,290.000	250,625.00	557,871.60	307,246.60
Vanguard Mid-Cap ETF	120.15	2,080.000	249,922.00	492,460.80	242,538.80
Ishares Trust Core MSCI Eafe ETF	61.47	4,200.000	258,181.00	311,850.00	53,669.00
Vanguard Intl Equity Index Fund Inc FTS	43.79	2,300.000	100,713.50	115,023.00	14,309.50
Total Equity Investments			\$ 2,340,678.40	\$ 4,043,688.31	\$ 1,703,009.91
<b>Fixed Income Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
Ishares: Core US Aggregate BD ETF	\$ 105.71	8,825.000	\$ 932,895.73	\$ 1,013,374.75	\$ 80,479.02
JP Morgan Exchange Traded FD TR Ultra Short Income		22,075.000	1,119,639.63	1,119,644.00	4.37
Metropolitan West Fds Total Return Bond Fund	10.55	104,666.260	1,104,325.46	1,148,188.87	43,863.41
PIMCO Income Fund Class A	11.54	90,732.335	1,047,101.06	1,092,417.31	45,316.25
Ishares: 0 to 5 Year Tips Bond ETF	99.32	10,000.000	993,215.00	1,056,300.00	63,085.00
Total Fixed Income Investments			\$ 5,197,176.88	\$ 5,429,924.93	\$ 232,748.05
<b>Stock Mutual Funds:</b>					
Mondelez International Inc.	62.95	24.000	\$ 1,510.80	1,396.32	(114.48)
Total Common Stocks			1,510.80	1,396.32	(114.48)
<b>Total Endowment Pool-Moretton Capital Markets</b>			<b>\$ 7,736,944.30</b>	<b>\$ 9,672,587.78</b>	<b>\$ 1,935,643.48</b>

Investment Portfolio  
For The Month Ended September 30, 2021

ENDOWMENT POOL (continued)						
SOLTIS INVESTMENT ADVISORS						
SOUTHERN UTAH UNIVERSITY ENDOWMENT SHARE	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)	
<b>Cash and Money Market:</b>						
Fidelity Government Cash Reserves	\$ 1.00	179,256.010	\$ 179,526.01	\$ 179,526.01	\$ -	
Total Cash and Money Market			\$ 179,526.01	\$ 179,526.01	\$ -	
<b>Stock Mutual Funds:</b>						
Edgewood Growth Fund Instl CL	\$ 35.17	40,965.802	\$ 1,440,945.39	\$ 2,563,230.23	\$ 1,122,284.84	
American Beacon AHL MNGD Futures	11.32	6,489.710	73,445.20	74,307.17	861.97	
Artisan Mid Cap Fund Instl	43.28	7,690.081	332,818.35	475,785.31	142,966.96	
Blackrodk GL Long/Short Equity Instl	11.89	6,168.494	73,335.09	70,752.62	(2,582.47)	
Cliffwater Corporate Lending Fund I	10.49	106,563.093	1,118,080.00	1,133,831.30	15,751.30	
Grandeur Peak Gbl Reach Fund Instl	16.35	59,352.025	970,574.96	1,466,588.53	496,013.57	
Grandeur Peak Global Stalwarts Instl	15.18	66,745.874	1,013,412.51	1,718,038.79	704,626.28	
Oakmark Intl Advisor Fund	22.53	56,053.175	1,262,645.45	1,577,896.87	315,251.42	
Oakmark Fund Advisor Class	79.76	22,524.300	1,796,606.76	2,603,358.59	806,751.83	
JP Morgan Hedged Equity Class I	24.81	13,436.762	333,338.25	347,877.76	14,539.51	
T Rowe Price Emerg Markets Stock Fund I	42.97	17,415.835	748,312.29	890,471.64	142,159.35	
Wasatch Small Cap Growth Fund Instl CL	49.60	11,076.291	549,365.02	701,018.45	151,653.43	
Wasatch Small Cap Value Institutional	10.33	19,124.743	197,558.60	206,164.72	8,606.12	
Total Stock Mutual Funds			\$ 9,910,437.87	\$ 13,829,321.98	\$ 3,918,884.11	
<b>Bond Mutual Funds:</b>						
Metropolitan West Total Return Class I	\$ 11.06	108,480.867	\$ 1,200,080.00	\$ 1,188,950.30	\$ (11,129.70)	
Total Bond Mutual Funds			\$ 1,200,080.00	\$ 1,188,950.30	\$ (11,129.70)	
Total Mutual Funds			\$ 11,110,517.87	\$ 15,018,272.28	\$ 3,907,754.41	
<b>Exchange Traded Funds:</b>						
<b>Equity ETFs:</b>						
Cambria ETF TR Tail Rish	\$ 19.44	3,772.000	\$ 73,317.50	\$ 70,762.72	\$ (2,554.78)	
First TR Exchange-Traded FD Lunt US Factor	24.56	25,584.000	628,250.56	870,111.84	241,861.28	
Innovator ETFS TR S&P 500 Ultra	27.77	7,948.000	220,754.13	221,002.88	248.75	
Innovator ETFS TR S&P 500 Power	29.00	11,530.000	334,374.34	334,946.50	572.16	
Ishares Core S&P 500 ETF	282.26	6,937.000	1,958,045.16	2,988,598.34	1,030,553.18	
Ishares Core S&P Mid-Cap ETF	198.77	6,552.000	1,302,311.98	1,723,634.64	421,322.66	
Ishares Core S&P Small-Cap ETF	88.07	5,878.000	517,667.28	641,818.82	124,151.54	
Ishares Trust Core MSCI Eafe ETF	59.58	23,435.000	1,396,295.48	1,740,048.75	343,753.27	
Vanguard Intl Equity Index Fund Inc FTS	42.99	14,590.000	627,166.50	729,645.90	102,479.40	
Total Equity ETFs			\$ 7,058,182.93	\$ 9,320,570.39	\$ 2,262,387.46	

Investment Portfolio  
For The Month Ended September 30, 2021

**ENDOWMENT POOL (continued)**

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>Fixed Income ETFs:</b>					
Ishares: Core US Aggregate BD ETF	\$ 112.72	620.000	\$ 69,884.34	\$ 71,194.60	\$ 1,310.26
Total Fixed Income ETFs			\$ 69,884.34	\$ 71,194.60	\$ 1,310.26
Total Exchange Traded Funds			\$ 7,128,067.27	\$ 9,391,764.99	\$ 2,263,697.72
<b>Corporate Bonds:</b>					
Morgan Stanley	\$ 100.00	2,000.000	\$ 200,000.00	\$ 191,250.00	\$ (8,750.00)
Total Bonds			\$ 200,000.00	\$ 191,250.00	\$ (8,750.00)
<b>Total Endowment Share-SUU</b>			<b>\$ 18,618,111.15</b>	<b>\$ 24,780,813.28</b>	<b>\$ 6,162,702.13</b>
<b>INVESTMENT STUDENT GROUP ENDOWMENT SHARE</b>					
<b>Cash and Money Market:</b>					
Fidelity Government Cash Reserves	\$ 1.00	56,032.120	\$ 56,032.12	\$ 56,032.12	\$ -
Total Cash and Money Market			\$ 56,032.12	\$ 56,032.12	\$ -
<b>Equity ETFs:</b>					
Health Care Select Sector SPDR		76.000	9,750.66	9,674.80	(75.86)
Select Sector SPDR Trust Consumer		56.000	9,236.36	10,049.20	812.84
Total Equity ETFs			\$ 18,987.02	\$ 19,724.00	\$ 736.98
<b>Fixed Income ETFs:</b>					
Ishares TR 7 - 10 YR BD		112.000	\$ 14,682.08	\$ 14,579.04	\$ (103.04)
Pimco 25+ YR Zero CPN US TIF		19.000	2,855.89	2,766.78	(89.11)
Total Fixed Income ETFs			\$ 17,537.97	\$ 17,345.82	\$ (192.15)
<b>Other ETFs:</b>					
First Trust Managed Futures Strategy FU		230.000	\$ 11,302.45	\$ 10,933.99	\$ (368.46)
Powershares DB Multi-Sector Base Metals Fd	\$ -	326.000	5,620.89	6,748.20	1,127.31
United States Gasoline FD LP Unites		156.000	4,294.54	5,987.28	1,692.74
Total Other ETFs			\$ 21,217.88	\$ 23,669.47	\$ 2,451.59
<b>Stock Mutual Funds:</b>					
Total Stock Mutual Funds			\$ -	\$ -	\$ -
Total Mutual Funds and ETFs			\$ 57,742.87	\$ 60,739.29	\$ 2,996.42
<b>Total Endowment Share-ISG</b>			<b>\$ 113,774.99</b>	<b>\$ 116,771.41</b>	<b>\$ 2,996.42</b>
<b>Total Endowment Pool-Soltis Investment Advisors</b>			<b>\$ 18,731,886.14</b>	<b>\$ 24,897,584.69</b>	<b>\$ 6,165,698.55</b>
<b>OTHER ALTERNATIVE INVESTMENTS</b>					
GreenLake Real Estate Fund LLC	\$ 1,000.00	311.702	\$ 311,702.47	\$ 311,702.47	\$ -
State Bank of Southern Utah-Private Equity Partnership	\$ 117.64	4,637.000	\$ 545,508.00	\$ 1,205,620.00	\$ 660,112.00
<b>TOTAL ENDOWMENT POOL INVESTMENTS</b>			<b>\$ 27,326,040.91</b>	<b>\$ 36,087,494.94</b>	<b>\$ 8,761,454.03</b>

Investment Portfolio

For The Month Ended September 30, 2021

TRUST FUND POOL					
	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
<b>MORETON CAPITAL MARKETS</b>					
<b>Cash and Money Market:</b>					
US Govt Money Market Fund	\$ 1.00	8,269.050	\$ 8,269.05	\$ 8,269.05	\$ -
Total Cash and Money Market			\$ 8,269.05	\$ 8,269.05	\$ -
<b>Fixed Income Investments:</b>					
<b>Mutual Funds and ETFs:</b>					
PIMCO Total Return Fund Instl CL	10.46	77,238.066	\$ 808,151.95	\$ 800,186.36	\$ (7,965.59)
Total Mutual Funds and ETFs			\$ 808,151.95	\$ 800,186.36	\$ (7,965.59)
<b>TOTAL TRUST FUND POOL</b>			<b>\$ 816,421.00</b>	<b>\$ 808,455.41</b>	<b>\$ (7,965.59)</b>
<b>PUBLIC TREASURER'S INVESTMENT FUND (PTIF) - DEBT RESERVES</b>					
	Yield	Shares	Cost	Market	Unrealized Gain/(Loss)
PTIF - Debt Reserves	0.3239%	N/A	\$ 1,070,434.73	\$ 1,070,434.73	\$ -
<b>TOTAL PTIF - DEBT RESERVES</b>			<b>\$ 1,070,434.73</b>	<b>\$ 1,070,434.73</b>	<b>\$ -</b>
<b>GRAND TOTAL - INVESTED FUNDS</b>			<b>\$ 1,35,544,535.78</b>	<b>\$ 144,580,513.58</b>	<b>\$ 9,035,977.80</b>

**PERSONNEL - EARLY RETIREMENT**

**Michelle Rossman** submitted an application for early retirement effective January 1, 2022. Michelle has worked in the facilities management division as a lead custodian for 19 years.

**MEMORANDUM**

Date: November 16, 2021  
To: SUU Board of Trustees  
From: James Sage, Associate Provost  
RE: R401: M.S. in Dietetics (first read)



On behalf of Provost Jon Anderson and Interim Dean Camille Thomas, we are submitting for your preliminary review a new M.S. in Dietetics. This new in-person Didactic Program in Dietetics (DPD) builds on our successful baccalaureate Human Nutrition program and addresses important needs to prepare our students with the educational foundation to seek certification as a Registered Dietitian Nutritionist (RDN).

As a new degree program, the M.S. in Dietetics / Didactic Program in Dietetics (DPD) proposal requires peer review by the Chief Academic Officers (CAOs) within USHE. We are presenting this program to the SUU Board of Trustees as an information item (first read) and to clarify any issues prior to submission to the Commissioner's Office.

The M.S. in Dietetics / Didactic Program in Dietetics (DPD) proposal is designed for students seeking careers as food/nutrition professionals and as Registered Dietitian Nutritionists (RDN). A Didactic Program in Dietetics (DPD) refers to an academic program designed to meet the knowledge requirements for dietetics practice and leads to professional certification. The proposed program will seek specialized accreditation from the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and provide students with the credentials required to enter the profession.

The M.S. in Dietetics / Didactic Program in Dietetics (DPD) is an accelerated 4+1 program that students will begin in their last year of undergraduate study in the current B.S. in Human Nutrition - Pre-Dietetic Emphasis, which will provide a seamless course of study resulting in the conferral of both B.S. and M.S. degrees. Students will complete an ACEND-accredited Dietetic Internship (DI) and will prepare students to sit for the national Commission on Dietetics Registration (CDR) exam.

Thank you for considering this new program proposal. Please let us know if you have any questions or concerns.

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Southern Utah University

**Proposed Program Title:** Master of Science/Didactic Program in Dietetics (MS/DPD)

**Are There New Emphases:** Yes  Student Emphasis Required

**Names of New Emphases (Separated by Commas):** Dietetics

**Sponsoring School, College, or Division:** College of Health Sciences

**Sponsoring Academic Department(s) or Unit(s):** Department of Agriculture and Nutrition Sciences

**Classification of Instructional Program Code<sup>1</sup> :** 51.3101

**Min/Max Credit Hours Required of Full Program:** 150 / 150

**Proposed Beginning Term<sup>2</sup>:** Fall 2023

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input checked="" type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

<input type="checkbox"/>	NEW Professional School
--------------------------	-------------------------

**Changes to Existing Programs or Administrative Units Required (check all that apply, if any):**

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date:

I understand that checking this box constitutes my legal signature.

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Southern Utah University requests approval to offer the following Master's degree(s): Master of Science/Didactic Program in Dietetics (MS/DPD) effective Fall 2023. This program was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

The Southern Utah University College of Health Sciences proposes a Master of Science/Didactic Program in Dietetics (MS/DPD) degree to be housed and administered by the Department of Agriculture and Nutrition. The MS/DPD degree is designed for students seeking careers as Registered Dietitian Nutritionist (RDN) food/nutrition professionals. A Didactic Program in Dietetics (DPD) refers to an academic program designed to meet the knowledge requirements for dietetics practice and produces a DPD certification. The MS/DPD program is an accelerated 4+1 program that students will begin in their last year of undergraduate study in the current SUU Bachelor of Science in Human Nutrition Pre-Dietetic Emphasis, which will provide a seamless course of study resulting in the conferral of both BS and MS degrees in an accelerated 4+1 program. Completion of the MS/DPD program, followed by an Accreditation Council for Education in Nutrition and Dietetics (ACEND)-accredited dietetic internship (DI), will prepare students to sit for the national Commission on Dietetics (CDR) registration exam for RDN status. The program will allow advanced nutrition major undergraduates the opportunity to pursue a combined bachelor's and master's degree within an accelerated time frame. This will provide graduates an opportunity for complementary knowledge and skills development, help to expand undergraduate nutrition/dietetic recruitment and retention, and foster integration and interaction between undergraduate and graduate programs while maintaining the expectation and disciplinary exposure of each individual degree program.

Students applying to this program will be current SUU students, which may include transfer students from Junior or Community colleges, or graduates in nutrition. The MS/DPD begins with 3 years of prerequisite coursework including SUU general education requirements and specific ACEND requirements for the MS/DPD. Qualifying students may apply for acceptance into the accelerated MS/DPD program at the start of spring semester their 3<sup>rd</sup> year (6<sup>th</sup> semester). The 4<sup>th</sup> year will be part of the master's 4+1 degree, which will include 11 graduate and other undergraduate course credits. Year 5 will consist of 19 graduate credits to complete the 30 total credits required for the master's degree. The program meets all core knowledge requirements established by ACEND to provide a verification statement required for progression into a dietetic internship. During the student's final semester, application is to be made for a dietetic internship elsewhere (typically 9-12 months in length), completion of which is required to qualify the student for the national examination for RDN status. Completion of the didactic program without a dietetic internship will qualify graduates to qualify for other credentials, such as a Nutrition and Dietetic Technicians Registered (NDTR), Certified Dietary Manager (CDM), and School Nutrition Specialist (SNS), among other career options.

Students who have an undergraduate degree in nutrition or who have fulfilled the prerequisite coursework may apply for the program and plan to graduate with a MS/DPD in 2 years.

### **Consistency with Institutional Mission**

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policyr312](http://higheredutah.org/policies/policyr312)) or, for "out of mission" program requests, the rationale for the request.*

The proposed accelerated 4+1 MS/DPD degree program is consistent with SUU's mission to "engage students in experiential education leading to personal growth, civic responsibility, and professional excellence" (R312, 4.2.2). The program specifically addresses SUU's goals and objectives for strengthening graduate programs and the goals of increasing student retention and graduation rates, and increasing the number of students pursuing post-graduate opportunities. In addition, this program's focus on producing strong professionals and future leaders in the field of dietetics is consistent with the goal of supporting student experiential learning beyond the traditional classroom setting.

The proposed program will benefit the institution by expanding the graduate program offerings. Given that SUU is focused on increasing graduate enrollments, this program will benefit SUU. In terms of benefits to Utah System of Higher Education (USHE) and the state, as noted in the section above, the accelerated 4+1 MS/DPD degree program will serve the public by providing a new cadre of professional dietitians who can advance the health and well-being of individuals across the Intermountain west.

## **Section III: Needs Assessment**

### **Program Rationale**

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

Starting January 1, 2024, the Commission on Dietetic Registration (CDR) will require each student to have completed a master's degree before being eligible to take the registration exam. There are currently 213 DPD programs in the US with only 11 providing master's degrees. ACEND rescinded the 10-year moratorium for applications for DPD programs in September of 2020. This is an opportunistic time to expand nutrition offering to students and aid them in their professional goals.

SUU's current Bachelor of Science in Human Nutrition - Pre-Dietetics Emphasis is focused on preparing students to apply to dietetic programs offered at other universities, as it does not meet the ACEND accreditation dietetic requirements. Job opportunities and salaries for graduates with only a Bachelor of Science in Nutrition are fairly limited. For example, with a bachelor degree a graduate could get a job as a diet technician with a mean annual wage of \$32,920 vs \$63,090 for dietitians (Bureau of Labor Statistics, 2020).

A MS/DPD program at Southern Utah University is being proposed because of the change in licensing requirements to a minimum of a master's degree requirement, long-term student demand, a shortage of food and nutrition professionals, the projections for an increased need for RDNs in the next decade, and the readiness of the Department of Agriculture and Nutrition Science to offer a strong program. The program has been designed so that most prerequisite coursework, may be completed at any of the community colleges or universities in the state. The few Southern Utah University specific nutrition courses may be taken by transfer student in the 3<sup>rd</sup> year prior to program application.

## Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Nutrition is an important aspect of quality health care. It is critical for prevention and treatment of the leading causes of death and disability in the United States: heart disease, stroke, cancer, diabetes, and obesity (Centers for Disease Control and Prevention -CDC, 2015). Eighty-six percent of all health care spending in 2010 was for people with one or more of these preventable chronic medical conditions (Leroy et al., 2014). The vital role of nutrition in preventing and treating diseases, known as Medical Nutrition Therapy (MNT), is now well documented (CDC, 2021). More dietitians will be needed to provide care for patients with various medical conditions and to advise people who want to improve their overall health.

The U.S. Bureau of Labor Statistics (BLS) reports that demand for RDNs is strong with a projected 8% growth rate, much faster than average, over the 2019-2029 decade. The MS/DPD degree program enhances the marketability of students in professional practice in which the master's degree will become a requirement, even in entry-level dietetic positions. By implementing this program now, SUU will be well positioned to place master's-educated students in the workforce once the new licensing requirements are mandated.

Currently there are a total of 866 Registered Dietitians Nutritionists (RDN) in Utah with only 54 residing in Southern Utah suggesting a need for better coverage in rural Utah. With the growing population in Southern Utah, especially Cedar City, Hurricane, Washington, and St. George, health care professional demand will also increase. Currently there is a plan for an additional hospital in St. George necessitating the need for more dietitians.

The median salary in the U.S. for a dietitian with a Bachelor's degree was \$63,090 in May 2021. Utah's median salary for dietitians was \$65,014 as of May 2021. Utah ranks 6 out of 50 states nationwide for Registered Dietitian salaries. The proposed MS-DPD program will respond to these market characteristics by training strong professionals to be well-positioned to move into professional practice and earn a competitive wage.

Data from BLS's [Occupational Outlook Handbook indicated](#) that for each dietitian or nutritionist, there are 51.6 nurses, 4.3 pharmacists, 1.7 physician assistants and 10 medical doctors. If there are not enough RDNs to deal with the demand in all areas of dietetic practice, practitioners with less education in nutrition and medical nutrition therapy will attempt to meet the needs of a growing national population, to the detriment of the health of individuals not receiving state-of-the-science nutrition interventions.

Registered Dietitian Nutritionists work in a variety of employment settings, including health care, business and industry, community/public health, education, research, government agencies, athletics, and private practice. Many work environments, particularly those in medical and health-care settings, require that an individual be credentialed as a RDN.

There is also growing interest in nutrition by the general public. However, inaccurate nutrition information is widespread on blogs, podcasts, social media, websites and is often produced by informally educated "nutritionist". There is a great need for RDNs with training in evidenced based

nutrition to provide nutrition information to the general public. Additionally, the demand for nutrition counseling services via telemedicine has been increasing, especially since the Covid-19 pandemic. In 2019, about 11% of US consumers utilized telehealth compared to 46% in 2020 (National Center for Biotechnology Information - NCBI, 2/21).

The Utah System of Higher Education (USHE) has also identified Dietitian as a field where jobs are in high demand (SUU IR & Assessment Office, 08-04-2021, List of 4/5 star programs as provided by the USHE IR office). In order to qualify as a high demand job, the discipline must rank in the top 20% of jobs for outlook based on projected number of job openings and projected growth rate, rank in the top 20% of jobs for median annual wage, and require postsecondary training.

### **Student Demand**

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Currently, for those students interested in becoming RDNs, SUU offers only a pre-dietetics emphasis, human nutrition degree, forcing students interested in becoming a RDN to apply to programs in dietetics at other universities. NFS 1000 Introduction to Nutrition Careers was developed to educate nutrition majors on the education pathway to becoming a dietitian. Many students are very discouraged to learn that their SUU bachelor's degree does not qualify them to become a RDN. Nonetheless, the pre-dietetic emphasis still averages 13.6 graduates yearly (18 in 2021) indicating there is sustained interest among students for a RDN program at SUU. Students who know they want to become a RDN often do not apply to SUU as undergraduates because the program is not offered here. Many other students attend SUU only long enough to get the required pre-requisite courses before applying to an undergraduate dietetic program elsewhere, thus leaving SUU without a degree. From department graduate surveys, 2016 to present, 63/258 nutrition graduates, 38 Pre-Dietetic and 25 Allied Health, stated that they planned on applying to a graduate Dietetic program, and 49/104 (47%) of current nutrition majors stated they were likely or very likely to apply to a Dietetics program if available at SUU.

### **Similar Programs**

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

Other schools in the region with similar programs report the following average enrollment for Didactic Programs in Dietetics (DPD): Utah State University 18, University of Utah 15, Brigham Young University 40, and University of Nevada-Las Vegas 30. No universities in the Intermountain region provide an accelerated 4+1 MS/DPD.

Dietetic programs in the region are very competitive with many students failing to be accepted each year. The acceptance of 15 SUU MS/DPD students will accommodate the pre-dietetic students that have historically graduated from SUU each year and will meet the upcoming Masters degree requirement.

## Collaboration with and Impact on Other USHE Institutions

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higher.utah.gov/policies/policy315/](http://higher.utah.gov/policies/policy315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

Nutrition programs in USHE Institutions will be working as a collaborative team to meet the demands of students desiring a career in dietetics as well as growing professional and job opportunities. Very little impact is expected on other USHE institutions. What impact may occur will be due to SUU students seeking the proposed accelerated MS/DPD degree rather than pursuing graduate education at other USHE institutions.

SUU Nutrition faculty had conversations via Zoom with Nutrition faculty from USU, U of U, BYU and UNLV.

All universities supported the concept of a RDN program in Southern Utah. SUU is exploring pre-select internship agreements with USU, UNLV, and University of Northern Colorado DI programs for SUU students.

## External Review and Accreditation

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

[The Accreditation Council for Education in Nutrition and Dietetics \(ACEND\) of the Academy of Nutrition and Dietetics \(AND\)](#) is an autonomous accrediting agency for dietetic programs that prepares students to begin careers as RDNs. ACEND ensures the quality of nutrition and dietetics education to advance the practice of the profession and is valued for advancing excellence in nutrition and dietetics education. To achieve its mission and vision, the ACEND board has established strategic goals. These include

- Assuring the quality of nutrition and dietetics education through a peer review process
- Communicating the accreditation process and expectations
- Fostering innovation in nutrition and dietetics education

The MS/DPD degree will seek accreditation by ACEND of the Academy of Nutrition and Dietetics (AND), and the proposed MS/DPD program relies completely on ACEND accreditation requirements for an approved dietetics program. The [2022 ACEND standards](#) were used to ensure that SUU's MS/DPD program will meet all requirements for an ACEND-accredited program.

Upon approval of the program by the Board of Trustees, the ACEND candidacy application process will take one year to complete, with application, self-study/site visit fees. After 4 years of candidacy status, another self-study/site visit, with fees, will occur to determine full accreditation status. The review process then will reoccur every seven years. Fees are also due annually.

ACEND's [fee schedules](#) include the following:

- Candidacy for accreditation fee
  - Eligibility fee for pre-candidacy: \$2,700
  - Self-study/site visit fee for candidacy: \$7,100
- Self-study/site visit accreditation fee
  - \$7,100 for two team members
- Annual fee schedule per calendar year

- January 1, 2023: \$2,250
- January 1, 2024: \$2,325
- Special fees
  - Canceling/rescheduling a site visit: \$1,000 + costs incurred
  - Focused site visit: \$3,000 admin fee + \$1,710/team members
  - Appeal of accreditation decision: \$1,700 + appeal panel expenses
  - Substantive changes: \$300
  - Program director change fee: \$400 (includes access to ACEND FEM Standards Webinar series)
  - Late submission of materials/reports: \$200

## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

The MS/DPD program will be an accelerated 4+1 degree, conferring both a bachelor's degree and a master's degree in dietetics. Students in the program will be required to earn a minimum of 150 total credits: 120 undergraduate credits, 40 of which will be upper division for the bachelor's degree; and 30 credits for the master's degree, 11 of which will be taken in year 4 of the bachelor's degree. The total credit requirements for each, respectively, meets the minimum requirements for undergraduate and graduate degrees at SUU. Further, the MS/DPD degree will require the completion of a master's project.

All undergraduate courses taken to satisfy the MS/DPD program requirements must be taken for a letter grade and must be passed with a "C" grade or better. All graduate courses must be taken for a letter grade must be passed with a "B-" grade or better. All graduate project grading will be Pass/Fail. See "Grading System" <https://catalog.suu.edu/content.php?catoid=23&navoid=3927>

### Admission Requirements

*List admission requirements specific to the proposed program.*

Admission to the accelerated 4+1 MS/DPD program will be granted to up to 15 highly qualified undergraduate students each year. Students will apply to the MS/DPD program by January 25 of their 3rd year (6<sup>th</sup> semester) or after all prerequisites have been completed. Students will be accepted into the accelerated MS/DPD program for their fourth/senior undergraduate year, with their emphasis changed from Pre-Dietetics to Dietetics. Students will then be matriculated into the graduate program for their fifth/final year of the MS/DPD program. Although accepted into the MS/DPD program, students will remain enrolled as undergraduate students during their fourth/senior year of the program, even though enrolled in 11 graduate credits, and will be matriculated graduate students for the final graduate year of the MS/DPD program.

The following student admission information will be posted on the program website:

***SUU's Master of Science/Didactic Program in Dietetics MS/DPD program is an accelerated 4 + 1 graduate program. Application for this program is competitive and based on review of all application materials. To be eligible for admission students must have:***

1. Undergraduate cumulative GPA of 3.0 or above on a 4.0 scale.
2. A cumulative GPA of 3.0 on a 4.0 scale on all "Prerequisite Courses" with no course grade less than a C (C- is not accepted).
3. Completion of all SUU general education requirements
4. Completion of 300 hours of dietetic related experiences, paid or volunteer (see Nutrition website for required portfolio template)

As space is limited, fulfillment of admission requirements does not guarantee admission to the program.

### **Application Process:**

Students may only apply to the program once a year, in the spring semester, to be considered for the fall semester program. Applications will not be reviewed until all application materials have been received. The application deadline is January 25<sup>th</sup>. All applications will be reviewed and admission determined by the DPD selection committee. Provisional admission is made and notifications are sent by email by March 1<sup>st</sup>. Student written confirmation must be provided to the administrative assistant by email by March 15<sup>th</sup>. This allows for timely student registration for upcoming fall courses. In order to be officially admitted to the dietetics program, all those receiving provisional admission must successfully complete prerequisite courses taken during spring semester. If these courses are taken at an institution other than SUU, students must submit official copies of their transcripts containing their spring semester grades. The committee will review spring transcripts and make final admission decisions.

### **All of the following components of the application should be submitted by January 25<sup>th</sup>:**

1. A completed DPD application form. (web site URL)
2. Portfolio of dietetic related experience for 300 hours using the provided template.
3. Personal Statement/Letter of Intent addressing the following topics:
  - Describe your career aspirations - up to 250 words
  - Explain your personal characteristics, skills, values or experiences that will increase your success in the program and dietetic profession - up to 250 words
4. Letter of recommendation from an employer or volunteer supervisor (emailed directly from the writer) using the Letter of Recommendation template.
5. All applicants must show proof of English language proficiency. This can be done through a transcript indicating at least two years of study at an English-medium school in an English-medium country. Alternatively, international English as a second language applicants, as well as immigrants to the United States and U.S. permanent residents from non-English-speaking countries can demonstrate English proficiency through an accepted English language proficiency exam that has been **taken within the last two years**. Accepted exams and minimum scores include the following.
  - The Test of English as a Foreign Language (TOEFL), Paper-based test = 550, Computer-based test = 213, Internet-based test = 79.
  - The International English Language Testing System (IELTS) = 6.0.
  - Duolingo English Test (DET)

Report score on the DPD application

Program credits completed the first year of the program, which is the last year of the bachelor's degree, will be charged undergraduate tuition rates, including 6000 level courses. Besides tuition and

books, the following fees are required to participate in the program:

Program Fees:

White Lab Coat: new, long Amazon or other Jan 5 (Spring 1) ~\$20

Academy of Nutrition and Dietetics Student Membership <https://www.eatrightpro.org/membership/membership-types-and-criteria/student-member> JULY 1 (x 2 yrs.) ~\$60

1 year Subscription to Nutrition Care Manual <https://www.nutritioncaremanual.org/> Jan 5 (Spring 1) ~\$80

Dietetic Internship Application Fees ~\$250

Tuition differential to supplement graduate assistant/administration costs \$1000 (\$250/semester)

### **Curriculum and Degree Map**

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## **Section V: Institution, Faculty, and Staff Support**

### **Institutional Readiness**

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

Southern Utah University is well situated to offer a didactic program in dietetics. The University has strong, vibrant programs in the sciences as well as other supporting disciplines. The majority of nutrition and prerequisite courses already exist. In essence, the proposed program allows SUU to do more to serve constituencies with current resources.

The proposed program will be housed within the Department of Agriculture and Nutrition (AGNS) in the College of Health Sciences. The AGNS Department offers undergraduate programs in Human Nutrition with emphases in pre-dietetics and allied health. The proposed program will round out the program offerings and improve career options for students with a dietetic emphasis. A working group of tenure-line and career-line faculty members have crafted the curriculum and proposal for the MS/DPD program in dietetics. The entire faculty has approved the proposal unanimously. The proposal was also approved by the Dean of the College of Health Sciences on September 22, 2021.

### **Faculty**

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

The nutrition program has a group of highly trained and skilled professors in the area of nutrition and dietetics. All faculty members are and will continue to be involved in teaching undergraduate courses as well as new graduate classes. Graduate assistants will be used to assist with teaching when appropriate.

The AGNS Department currently has five full-time positions, all of which are filled with RDN-trained individuals. Two new faculty lines will be required for this program to cover the additional classes that must be added to the curriculum and to allow release time for a new Program Director position. Per ACEND requirements: “Standard 5: Faculty: The program must have qualified faculty in sufficient numbers to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the program director, must show evidence of continuing competence appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession. “

### **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

Administrative Assistant help will be needed to assist with student academic record keeping, annual report/fees submission, website maintenance, and maintenance of program handbook. The administrative assistant will also be the contact person in the summer when the program director is off contract per ACEND requirements, “Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year.”

There will be a need for an increased number of teaching assistant hours, due to the additional faculty lines as well as graduate courses taught.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

Prior to acceptance into the MS/DPD program, students receive academic advising from College of Health Science (CoHS) Academic Advisors. Once students are accepted into the MS/DPD program and begin actual coursework in the MS/DPD program, the DPD Program Director will assume the role of the student's primary graduate advisor through the remainder of the student's time in the program.

Students will be admitted to the dietetics program as a cohort and will complete classes in a lock-step fashion with their cohort group. Students will be required to meet with their advisor annually to assess progress in the program, DI application, and possible careers. In addition, students will be expected to meet with the CoHS academic advisors during the MS/DPD program to assure graduation requirements are met.

### **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

No additional library resources will be needed to support this program. Key journals in the field of nutrition and dietetics are presently available through SUU's library to support the proposed MS/DPD

program. Once students are in the MS/DPD program, membership in the Academy of Nutrition and Dietetics (AND) will be required which will provide students access to the Academy of Nutrition and Dietetics Evidence Analysis Library (EAL).

### **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## **Section VI: Program Evaluation**

### **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The overall goal of this program is to produce students who are eligible to enter a DI program that will qualify them to take the national Commission on Dietetics Registration (CDR) exam to become a RDN. Data on placement rates of students in DI programs and students passing the national exam will be an important metric of success. While in the program, students will be expected to meet standards per ACEND accrediting requirements (as described below). Outcomes on these standards will also be used to judge program success.

The DPD has three broad program goals with expected outcomes for each goal. These outcomes will be measured using the average of data from the previous three years for the purpose of maintaining quality and making improvements as needed.

Goal 1. The program will prepare DPD graduates for success in a dietetic internship/supervised practice program or other professional pursuits through provision of current evidence-based knowledge, experiential learning, and development of communication and critical thinking skills, leading to CDR credentialing as Registered Dietitian Nutritionists.

Objective 1.1: At least 80% of program students complete program/degree requirements within 3 years (150% of the program length).

Objective 1.2: At least 50% percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.

Objective 1.3: Of program graduates who apply to a supervised practice program, at least 65% percent are admitted within 12 months of graduation.

Objective 1.4: 80% of graduates from the program will receive “satisfactory” ratings or higher on their overall knowledge and skills of food and nutrition from their employer and/or their internship director.

Objective 1.5: 80% of responding graduates who did not apply to a supervised practice program will indicate “satisfactory” or better that the DPD program prepared them for a career in a health or industry related field.

Objective 1.6: The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

Goal 2. The program will attract and retain talented students in the DPD consistent with the University mission, goals and resources and support student's timely completion of the program.

- 80% of students accepted into the DPD will complete the program.
- 80% of responding graduates will indicate “satisfactory” or better score with respect to quality of advising and support provided by the faculty and DPD Director.

Goal 3. The program will serve the community through volunteerism, education and provision of employable graduates.

- At least 80% of on-campus students will be active members of the Student Dietetic Association.
- 80% of responding graduates will indicate “satisfactory” ratings or higher on their overall knowledge and skills developed in leadership through participation in the Student Dietetic Association.
- Surveys of internship directors/employers of graduates will indicate that 70% or more of graduates provide professional service in their communities.

Course content is based upon the core knowledge requirements of the Standards for Didactic Nutrition and Dietetic Education Programs, published by ACEND. The DPD curriculum is developed to meet the standards for graduate eligibility into dietetic internship programs. Required feedback from both internal and external stakeholders, such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees will be reviewed annually. Curriculum adjustments will seek to continuously improve graduate outcomes.

### **Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

To assure ongoing excellence in achieving learning outcomes, an assessment process will be undertaken by the AGNS Department required by ACEND. ACEND's standards of performance and knowledge requirements for the DPD program are listed below. The SUU Dietetics Program will be required to fulfill ACEND Standards 3 and 4.

### **Standard 3: Curriculum and Learning Activities**

**The Core Knowledge must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program.**

#### **REQUIRED ELEMENTS:**

3.1 The program's curriculum must be designed to ensure the breadth and depth of requisite knowledge needed for entry to supervised practice to become a registered dietitian nutritionist.

A. The program's curriculum must include the following required components, including prerequisites:

1. Research methodology, interpretation of research literature and integration of research principles into evidence-based practice

2. Communication and documentation skills sufficient for entry into professional practice
3. Principles and techniques of effective education, counseling and behavior change theories and techniques
4. Governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics; and interprofessional relationships in various practice settings
5. Principles of medical nutrition therapy, the Nutrition Care Process and clinical workflow elements
6. Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
7. Management theories and business principles required to deliver programs and services
8. Continuous quality management of food and nutrition services
9. Fundamentals of public policy, including the legislative and regulatory basis of nutrition and dietetics practice
10. Licensure and certification in nutrition and dietetics
11. Health care delivery systems (such as accountable care organizations, managed care, medical homes, local health care agencies)
12. Coding and billing of nutrition and dietetics services to obtain reimbursement for services from public or private payers, fee-for-service and value-based payment systems
13. Food science and food systems, food safety and sanitation, environmental sustainability, global nutrition, principles and techniques of food preparation, and development, modification and evaluation of recipes, menus and food products acceptable to diverse populations
14. Organic chemistry, biochemistry, anatomy, physiology, genetics, nutritional genomics, microbiology, pharmacology, statistics, logic, nutrient metabolism, integrative and functional nutrition and nutrition across the lifespan
15. Cultural humility, self-reflection, and diversity, equity and inclusion
16. Human behavior, psychology, sociology or anthropology

B. The program's curriculum must prepare students with the following core knowledge:

1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

Upon completion of the program, graduates are able to:

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

KRDN 1.2 Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3 Apply critical thinking skills.

2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.

Upon completion of the program, graduates are able to:

KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.

KRDN 2.3 Assess the impact of a public policy position on the nutrition and dietetics

profession.

KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.

KRDN 2.6 Demonstrate cultural humility, an awareness of personal biases and an understanding of cultural differences, diversity, equity and inclusion.

KRDN 2.7 Describe contributing factors to health equity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.

KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.

### 3. Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.

Upon completion of the program, graduates are able to:

KRDN 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and monitor the effectiveness of these interventions.

KRDN 3.2 Develop an educational session or program/educational strategy for a target population.

KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

KRDN 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).

KRDN 3.5 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.

### 4. Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

Upon completion of the program, graduates are able to:

KRDN 4.1 Apply management theories to the development of programs or services.

KRDN 4.2 Evaluate a budget/financial management plan and interpret financial data.

KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.

KRDN 4.4 Apply the principles of human resource management to different situations.

KRDN 4.5 Apply safety and sanitation principles related to food, personnel and consumers.

KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.

KRDN 4.7 Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.

### 5. Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Upon completion of the program, graduates are able to:

KRDN 5.1 Exhibit self-awareness in terms of personality, learning, leadership style and cultural orientation.

KRDN 5.2 Perform self-assessment and develop goals for self-improvement.

KRDN 5.3 Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth.

KRDN 5.4 Identify and explore career options.

KRDN 5.5 Understand how to self-advocate for opportunities in the workplace.

KRDN 5.6 Coach and advise individuals and teams on resolving differences or dealing with conflict.

KRDN 5.7 Promote team involvement and recognize the skills of each member.

KRDN 5.8 Resolve to explore the uniqueness of each patient, client and colleague.

KRDN 5.9 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Evaluation of student learning will occur by successful completion and acceptable scores of exams, application assignments, experiential learning activities, etc. per ACEND Standard 4.

#### **Standard 4: Student Learning Assessment and Curriculum Improvement**

The program must continuously assess student achievement of required core knowledge. The program must collect and analyze aggregate data on student core knowledge attainment. The results of the assessment plan must be used to evaluate and improve the curriculum to enhance the quality of education provided.

4.1 The program must have a plan for on-going assessment of student's attainment of core knowledge. The plan must identify summative assessment methods used, as well as courses and learning activities in which assessment will occur and the process for tracking students' demonstration of core knowledge.

4.2 The program must document that data on student core knowledge attainment are collected, summarized and analyzed for use in curricular review and improvement.

Completion of the accelerated MS/DPD program will prepare students as strong professionals and future leaders in the field of dietetics, well-positioned to enter a dietetic internship, pass the certification exam, and move into professional practice.

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
<b>General Education Credit Hour Sub-Total</b>					<b>13</b>
Required Courses					
+ -		NFS 1000		Introduction to Nutrition Careers	1
+ -		NFS 1020		Scientific Foundations to Human Nutrition	3
+ -		NFS 1240/45		Introduction to Food Preparation	3
+ -		NFS 2020		Nutrition in the Life Cycle	3
+ -		NFS 2140		Nutrition of the Infant and Child	3
+ -		NFS 2480		Intuitive vs Disordered Eating	3
+ -		NFS 3020		Nutrition as Related to Fitness and Sports	3
+ -		NFS 3040		Nutrition Assessment & Application	3
+ -		NFS 4000	×	Dietetic Professionalism	1
+ -		NFS 4100	×	Cultural Competency in Nutrition	1
+ -		NFS 4990		Senior Seminar in Nutrition	1
+ -		NFS 4480		Community Nutrition	3
+ -		NFS 4485	×	Community Nutrition Lab	1
+ -		NFS 6020	×	Nutritional Biochemistry:Macronutrients	3
+ -		NFS 6030	×	Nutritional Biochemistry:Micro nutrients	3
+ -		NFS 6040	×	Nutrition Communication & Counseling	3
+ -		NFS 6050	×	Medical Nutrition Therapy I	3
+ -		NFS 6060	×	Medical Nutrition Therapy II	3
+ -		NFS 6200	×	Food Science/Lab	4
+ -		NFS 6250	×	Quantity Food Production	2
+ -		NFS 6300	×	Management in Dietetics	3
+ -		NFS 6991	×	Introduction to Research in Dietetics/Capstone I	2
+ -		NFS 6992	×	Capstone II	1
+ -		NFS 6993	×	Capstone III	1
+ -		NFS 6994	×	Capstone IV	2
+ -		BIOL 1610/15		General Biology/Lab	4
+ -		BIOL 1620/25		General Biology II/Lab	4
+ -		BIOL 2060/65		Introductory Microbiology/Lab	4
+ -		BIOL 2320/25		Human Anatomy/Lab	4
+ -		BIOL 2420/25		Human Physiology/Lab	4
+ -		BIOL 3060/65		Genetics/Lab	4
+ -		CHEM 1110/15		Elementary Chemistry/Lab	4
+ -		CHEM 1120/25		Elementary Organic Bio-Chemistry/Lab	6

		Course Number	NEW Course	Course Title	Credit Hours
<input type="radio"/>	<input type="radio"/>	Math 1040		Statistical Inference	4
<input type="radio"/>	<input type="radio"/>	PSY 1010		General Psychology	3
<input type="radio"/>	<input type="radio"/>	SOC 1010		Introduction to Sociology	3
<input type="radio"/>	<input type="radio"/>	KIN 2010		Medical Terminology	2
<input type="radio"/>	<input type="radio"/>	KIN 3070		Exercise Physiology/Lab	4
<input type="radio"/>	<input type="radio"/>	HSS 1120		Introduction to Diversity	3
Choose 1 of the following courses:					
<input type="radio"/>	<input type="radio"/>	SOC 3450		Applied Research Methods	3
<input type="radio"/>	<input type="radio"/>	FLHD 3600		Research Methods in Family Life and Human Development	
<input type="radio"/>	<input type="radio"/>	KIN 4020		Research Methods and Statistics in Exercise Science	
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<b>Required Course Credit Hour Sub-Total</b>					<b>115</b>
<b>Elective Courses</b>					
<input type="radio"/>	<input type="radio"/>			Upper Division Elective Credits	13
<input type="radio"/>	<input type="radio"/>			Elective Credits	3
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose 1 of the following courses:					
<input type="radio"/>	<input type="radio"/>			NOTE: the following courses are required but couldn't be added in <input type="checkbox"/>	
<input type="radio"/>	<input type="radio"/>	PSY 3650		Health Psych	3
<input type="radio"/>	<input type="radio"/>	PSY 4330		Theories of Learning	
<input type="radio"/>	<input type="radio"/>				
Choose 1 of the following courses:					
<input type="radio"/>	<input type="radio"/>			NOTE: the following courses are required but couldn't be added in <input type="checkbox"/>	
<input type="radio"/>	<input type="radio"/>	PHIL 1250		Critical Thinking	3
<input type="radio"/>	<input type="radio"/>	COMM 1310		Critical Thinking and Message Analysis	
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<b>Elective Credit Hour Sub-Total</b>					<b>22</b>
<b>Core Curriculum Credit Hour Sub-Total</b>					<b>150</b>

## Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

	<u>Credits:</u>	<u>Undergraduate</u>	<u>Upper Division</u>	<u>Graduate</u>
<b>Nutrition</b>		<b>29</b>	<b>(13)</b>	<b>30</b>
<b>Other Required</b>		<b>62</b>	<b>(14)</b>	
<b>Elective</b>		<b>16</b>	<b>(13)</b>	
<b>General Education</b>		<b>13</b>		
<hr/>				
<b>150 Total credits</b>		<b>120</b>	<b>(40)</b>	<b>30</b>

32 new course credits needed for the program

### Additional curriculum changes:

- Course name and course description changes:
  - NFS 2480 "Intuitive Eating" to "Intuitive vs Disordered Eating"
  - NFS 3040 "Nutrition Assessment" to "Nutrition Assessment and Application"
- 4000 level courses converted to 6000 graduate courses:
  - NFS 4200 to 6200- Food Science
  - NFS 4205 to 6205 - Food Science Lab
- Added NFS 4485 Community Lab 1 cr
- NFS 6205 Food Science Lab decreased from 2 cr to 1 cr to be consistent with other DPD programs

## Degree Map

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://highereducation.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below.*

### YEAR 1

#### Semester 1 (14 cr)

BIOL 1610/15 Gen Biology & Lab 4 cr  
HSS 1120 Intro to Diversity 3 cr  
NFS 1000 Intro to Nutrition Careers 1 cr  
NFS 1020 Nutrition Foundations 3 cr  
PSY 1010 Gen Psychology 3 cr

#### Semester 2 (16 cr)

BIOL 1620/25 Gen Biology II & Lab 4 cr  
GE- ENGL 1010 3 cr  
KIN 2010 Medical Terminology 2 cr  
BIOL 2060/65 Microbiology & Lab 4 cr  
NFS 2020 Nutrition in the Life Cycle 3 cr

### YEAR 2

#### Semester 3 (17 cr)

Biol 2320/25 Anatomy & Lab 4 cr  
CHEM 1110/15 Elem Chemistry & Lab 4 cr  
Prerequisite(s): MATH 1010 or MATH 1050, Min. Grade: C  
or Prerequisite Test: ACT Math Subscore: 23  
GE - Fine Arts 3 cr  
NFS 2140 Nutrition Infant & Child 3 cr  
Soc 1010 Intro Sociology 3 cr

#### Semester 4 (17 cr)

CHEM 1120/25 Elem Organic Bio-Chem & Lab 6 cr  
GE- ENGL 2010 3 cr  
GE- INFO 1010 1 cr  
NFS 2480 Intuitive vs Disordered Eating 3 cr  
Choose 1 of the following:  
PHIL 1250 Critical Thinking 3 cr  
COMM 1310 Critical Thinking and Message Analysis 3 cr  
Elective 1 cr

### YEAR 3

#### Semester 5 (17 cr)

BIOL 2420/25 Physiology & Lab 4 cr  
Math 1040 Statistics 4 cr  
NFS 3020 Sports Nutrition 3 cr

Choose 1 of the following:

SOC 3450 Applied Research Methods 3 cr

KIN 4020 Research Methods in Exercise Science 3 cr

FLHD 3600 Research in FLHD (Family Life & Human Development) 3 cr

Upper Division Elective 3 cr

Elective 1 cr

Semester 6 (17cr)

(Application to the Dietetic program - due January 25)

BIOL 3060/65 Genetics & Lab 4 cr

NFS 3040 Assessment 3 cr

KIN 3070/5 Exercise Physiology/lab 4 cr

GE- HIST 1700 Am Civ3 c

Choose 1 of the following:

PSY 3650 Health Psych 3 cr

PSY 4330 Theories of Learning 3 cr

YEAR 4 (Start of Dietetic Program and Graduate Courses)

Semester 7 17 cr (12 + 5 Grad)

NFS 4100 Cultural Competency in Nutrition 1 cr

NFS 4480/4485 Community/ Nutrition & Lab 4 cr

NFS 6020 Nutritional Biochemistry:Macro-Nutrients 3 cr

NFS 6991 Intro to Research in Dietetics/Capstone I 2 cr

UD Elective 6 cr

Elective 1 cr

Semester 8 16 cr (10 + 6 Grad)

NFS 1240/45 Intro to Food Prep & Lab 3 cr

NFS 4000 Dietetic Professionalism 1 cr

NFS 4990 Nutrition Senior Seminar 1 cr

NFS 6050 Medical Nutrition Therapy I 3 cr

NFS 6250 Quantity Food Production 2 cr

NFS 6992 Capstone II 1 cr

UD Electives 3 cr

Elective 1 cr

Year 5 - Graduate

Semester 9 (11 credits)

NFS 6040 Nutrition Counseling 3 cr

NFS 6060 Medical Nutrition Therapy II 3 cr

NFS 6200/05 Food Science & Lab 4 cr

NFS 6993 Capstone III 1 cr

Semester 10 (8 credits)

NFS 6030 Nutritional Biochemistry: Micro-Nutrients 3 cr

NFS 6300 Management in Dietetics 3 cr

NFS 6994 Capstone IV 2 cr

### Appendix C: Current and New Faculty / Staff Information

#### Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate		2	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	1		2
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			

#### Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Matthew	Schmidt	T	MS	University of Utah	25	
	Nica	Clark	TT	PhD	University of Utah	25	
	Celesta	Lyman	NTT	MS	Saint Joseph's University	50	
	Elizabeth	Pearce	NTT		Emergency hire	12.5	
	Abi	Mickelson	NTT		Emergency hire	0	
Part Time Faculty							
	None						

#### Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters			2	Registered Dietitian Nutritionist	100%
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////	2	Admission to the SUU MS/DPD program	100%
Staff: Full Time					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Staff: Part Time			1	GED	100%

## Appendix D: Projected Program Participation and Finance

### Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	14					
# of Majors in Proposed Program(s)		8	10	12	15	15
# of Graduates from Department	14					
# Graduates in New Program(s)		7	9	11	14	15
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)		\$60,000	\$138,500	\$147,000		
Operating Expenses (equipment, travel, resources)		\$0	\$2,000	\$3,000		
Other:						
<b>TOTAL PROGRAM EXPENSES</b>		\$60,000	\$140,500	\$150,000		
<b>TOTAL EXPENSES</b>	\$0	\$60,000	\$140,500	\$150,000		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation		\$60,000	\$120,000	\$120,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)			\$20,500	\$30,000		
<b>PROPOSED PROGRAM FUNDING</b>		\$60,000	\$140,500	\$150,000		
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$60,000	\$140,500	\$150,000		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

The department plans to hire one additional faculty member at the onset of the master's program. By the second year of the program, an additional faculty member will be required to help teach the added graduate courses and cover the classes vacated by course release required for the program director. One graduate assistant will be utilized during the first year of the program, and an additional assistant during the second year.

**Part III: Describe funding sources**

**Revenue Narrative 1**

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

Approval has been given to hire an additional faculty member from appropriated funds beginning Fall 2023. The department plans to petition for another full time faculty position which will begin Fall 2024 to teach the additional course load required to provide the master's program while continuing to provide multiple GE courses (NFS 1020) which benefit the University.

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

Other MS/DPD programs in the state require Differential Tuition to help cover the additional costs of a master's program. The Department of Agriculture and Nutrition would like to require funds to cover the cost of hiring Graduate Assistants and potentially minimal administration help.

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**MEMORANDUM**

Date: November 16, 2021  
To: SUU Board of Trustees  
From: James Sage, Associate Provost  
RE: R401s: Notification of Various Changes



On behalf of Provost Jon Anderson and the Deans' Council, we are submitting for your consideration a collection of relatively minor curriculum updates that are required to be submitted to the Commissioner's Office as "notification" items. These curriculum updates do not require any further approval and include the following 8 updates across 5 broad categories:

**1 - New Programs (3):**

- A. Certificate of Proficiency in AMT Airframe
- B. Master of Education - Curriculum & Instruction Emphasis
- C. Master of Education - Higher Education & Student Affairs Emphasis

**2 - Program Restructure (1):**

- A. Bachelor of Science in Civil Engineering

**3 - Name Change (2):**

- A. Minor in Exercise Science
- B. Minor in Physical Education - Teaching/Coaching

**4 - Discontinuation (1):**

- A. Bachelor of Science in Athletic Training

**5 - Administrative Unit Change (1):**

- A. Department of Computer Science and Information Security

Thank you for considering these curriculum updates and notifications. Please let us know if you have any questions or concerns.

**Utah System of Higher Education  
Notification of New Academic Program**

**Institution Submitting Request:** Southern Utah University  
**Proposed or Current Program Title:** AMT Airframe  
**Sponsoring School, College, or Division:** College of Engineering & Computational Sciences  
**Sponsoring Academic Department(s) or Unit(s):** Department of Aviation Sciences  
**Classification of Instructional Program Code<sup>1</sup> :** 47.0607  
**Min/Max Credit Hours Required of Full Program:** 28 / 28  
**Proposed Beginning Term<sup>2</sup>:** Fall 2022  
**Institutional Board of Trustees' Approval Date:**

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

**Program Description/Narrative**

*Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.*

The Federal Aviation Administration (FAA) and the Department of Education govern the Aviation Maintenance Technician (AMT) program. The FAA allows for students to test for their AMT Airframe License at the completion of both the General and Airframe semesters. The SUU AMT program is requesting to add a Certificate of Proficiency to its existing program of study which students can receive by completing the General and Airframe coursework. By adding this Certificate of Proficiency, which fulfills FAA requirements, SUU will create a career off-ramp for students that will allow them to enter the aviation industry two semesters earlier than anticipated. As the aviation industry is currently in a post-Covid rebound, many SUU graduates are receiving offers to enter the aviation industry prior to completing the AMT Associate of Applied Science (AAS) degree. The AMT Airframe Certificate will be the first completion off-ramp for students to enter the industry, and by creating the Airframe Certificate students will have the opportunity to present that certificate to employers if they choose to enter the job market prior to graduating with the AMT AAS Degree.

Additionally, the Department of Aviation Sciences has recently launched a bachelor's degree in Aviation Administration and Leadership. The AMT Airframe Certificate of Proficiency is a stackable credential that will help fill up to 28 elective credits within the new bachelor's degree.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

This Certificate also stacks with the AMT AAS Degree, which in turn stacks into the bachelor's degree. Through the creation of this Certificate, the Department expects that employers will recognize the airframe milestone and provide early entry into the industry for students as they continue on to further degree completion.

There will be no effect on enrollments to instructional programs or affiliated departments, nor will the change affect any existing administrative structures. The FAA already requires the AMT program to issue a certificate to students when they complete their Airframe coursework to present to the testing facility. There will be no change required to faculty or staff. There will be no required change to existing facilities. There is no additional equipment needed to offer the AMT Airframe Certificate of Proficiency.

### **CERTIFICATE REQUIREMENTS**

AMTG 1200 Introduction to General Aviation Maintenance (3 credits)

AMTG 1300 AMT General I (4 credits)

AMTG 1400 AMT General II (3 credits)

AMTA 1100 Aircraft Maintenance Technician - Airframe 1 (4 credits)

AMTA 1200 Aircraft Maintenance Technician - Airframe 2 (4 credits)

AMTA 1300 Aircraft Maintenance Technician - Airframe 3 (2 credits)

AMTA 1400 Aircraft Maintenance Technician - Airframe 4 (2 credits)

AMTA 1500 Aircraft Maintenance Technician - Airframe 5 (4 credits)

AMTA 1600 Aircraft Maintenance Technician - Airframe 6 (2 credits)

Total Credits: 28

#### **Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education  
Notification of New Academic Program**

**Institution Submitting Request:** Southern Utah University  
**Proposed or Current Program Title:** Master of Education - Curriculum & Instruction Emphasis  
**Sponsoring School, College, or Division:** College of Education and Human Development  
**Sponsoring Academic Department(s) or Unit(s):** Department of Teacher Education  
**Classification of Instructional Program Code<sup>1</sup> :** 13.1011  
**Min/Max Credit Hours Required of Full Program:** 33 / 33  
**Proposed Beginning Term<sup>2</sup>:** Fall 2022  
**Institutional Board of Trustees' Approval Date:**

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input checked="" type="checkbox"/>	<b>NEW</b> Emphasis for Existing Program		
	<i>NEW Emphasis Title</i>		Curriculum & Instruction
	<i>Credit Hours for NEW Emphasis Only:</i>	12	/ 12
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	<i>Attach signed MOU</i>

**Program Description/Narrative**

*Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.*

The proposed emphasis in Curriculum & Instruction will be an option for an existing Master of Education degree. The new emphasis is designed to provide educators with advanced skills in curriculum design and instructional practice to effectively teach diverse students, and create and assess a variety of learning contexts. Candidates will study and implement various approaches to teaching and learning, including technology-supported instruction. The successful candidate will receive a Master of Education degree.

**Core Requirements (21 Credits)**

- EDUC 6010 - 21st Century Learning Spaces (3 credits)
- EDUC 6030 - Principles of Practitioner Research (3 credits)
- EDUC 6410 - Curriculum and Philosophical Foundations (3 credits)
- EDUC 6910 - 21st Century Master Teacher (3 credits)
- EDUC 6740 - School Law (3 credits)
- EDUC 6650 - Practitioner Research I (3 credits)
- EDUC 6933 - Practitioner Research II (3 credits)

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

**Emphasis Courses (12 Credits)**

ELPP 6350 - Curriculum

EDUC 6020 - Information and Technology in Education

EDUC 6120 - Teacher-Led Instructional Programs

EDUC 6620 - Critical Pedagogy

**TOTAL CREDITS: 33**

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

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Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education  
Notification of New Academic Program**

**Institution Submitting Request:** Southern Utah University

**Proposed or Current Program Title:** Master of Education - Higher Education & Student Affairs Emphasis

**Sponsoring School, College, or Division:** College of Education and Human Development

**Sponsoring Academic Department(s) or Unit(s):** Department of Teacher Education

**Classification of Instructional Program Code<sup>1</sup> :** 13.1011

**Min/Max Credit Hours Required of Full Program:** 33 / 33

**Proposed Beginning Term<sup>2</sup>:** Fall 2022

**Institutional Board of Trustees' Approval Date:**

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input checked="" type="checkbox"/>	<b>NEW Emphasis for Existing Program</b>		
	<i>NEW Emphasis Title</i>		Higher Education & Student Affairs
	<i>Credit Hours for NEW Emphasis Only:</i>	12	/ 12
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

**Program Description/Narrative**

*Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.*

The proposed emphasis in Higher Education and Student Affairs will be a new option for the existing Master of Education program. The new emphasis is designed to prepare individuals for administrative and advisory positions in college and university settings. The program provides candidates with theory and principles of just and equitable education for all and their application to post-secondary schooling. The successful candidate will receive a Master of Education degree.

**CORE REQUIREMENTS (21 Credits)**

- EDUC 6030 - Principles of Practitioner Research (3 Credits)
- EDUC 6410 - Social & Cultural Foundations of Education (3 Credits)
- EDUC 6620 - Critical Pedagogy (3 Credits)
- EDUC 6740 - School Law (3 Credits)
- EDUC 6650 - Practitioner Research I (3 Credits)
- EDUC 6915 - Master Teachers in 21st Century Learning Spaces (3 Credits)
- EDUC 6933 - Practitioner Research II (3 Credits)

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

**EMPHASIS COURES (12 Credits)**

Select four of the following:

PADM 6540 - Higher Education Law and Policy (3 Credits)

PADM 6550 - Student Affairs in Higher Education (3 Credits)

PADM 6560 - American Higher Education Environments (3 Credits)

PADM 6570 - Student Development in College: Theory and Practice (3 Credits)

PADM 6580 - Global Higher Education (3 Credits)

**TOTAL CREDITS: 33**

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education  
Notification of Changes to Existing Academic Program**

<b>Institution Submitting Request:</b>	Southern Utah University		
	<i>Current</i>		<i>NEW (if applicable)</i>
<b>Program Title:</b>	Engineering		Civil Engineering
<b>Sponsoring School, College, or Division:</b>	Engineering & Computational Sciences		
<b>Sponsoring Academic Department(s) or Unit(s):</b>	Engineering & Technology		
<b>Classification of Instruction Program Code<sup>1</sup>:</b>	14.0101		14.0801
<b>Min/Max Credit Hours Required for Full Program:</b>	120	/ 126	120 / 128
<b>Proposed Effective Term for Program Change<sup>2</sup>:</b>	Fall	2022	
<b>Institutional Board of Trustees' Approval Date:</b>			

**Award Type:**

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>

**Program Change Type (check all that apply):**

**Program Change Description/Narrative**

*Briefly describe program change. For program discontinuance or suspension, include teach out plan.*

The name of the degree will be changed from Engineering, B.S., to Civil Engineering, B.S. The Electrical Engineering Emphasis of the Engineering degree will be discontinued and will eventually, in several years, be merged into the SUU mechanical engineering degree as a new Mechatronics emphasis. Current students in the Engineering degree will have until Summer Semester 2024 to graduate with an Engineering, B.S.

The new Civil Engineering degree uses the same curriculum as the current Civil emphasis of the Engineering degree, with a few minor changes. The changes are shown in the attached file.

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_

Date:

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

## **Engineering – Civil Engineering, B.S. Curriculum (88-9190-93 Credits)**

### **Foundation Course (1 - 3 Credits)**

Select one of the following:

- [ENGR 1010 - Engineering in the 21st Century](#) 3 Credit(s)
- [ENGR 1050 - Introduction to Engineering Design](#) 1 Credit(s)

### **Engineering Core Requirements (4074 - 75 Credits)**

- [CHEM 1210 - Principles of Chemistry I](#) 4 Credit(s)
- [CHEM 1215 - Principles of Chemistry I Lab](#) 1 Credit(s)
- [ENGR 1000 - Engineering Success Skills](#) 1 Credit(s)
- [ENGR 2010 - Statics](#) 3 Credit(s)
- [MATH 1210 - Calculus I](#) 4 Credit(s)
- [MATH 1220 - Calculus II](#) 4 Credit(s)
- [MATH 2250 - Linear Algebra and Differential Equations](#) 4 Credit(s)
- [ME 2030 - Dynamics](#) 3 Credit(s)
- [ME 3100 - Materials Science](#) 3 Credit(s)
- [PHYS 2210 - Physics for Scientists and Engineers I](#) 4 Credit(s)
- [PHYS 2215 - Physics for Scientists and Engineers I Lab](#) 1 Credit(s)
- [PHYS 2220 - Physics for Scientists and Engineers II](#) 4 Credit(s)
- [PHYS 2225 - Physics for Scientists and Engineers II Lab](#) 1 Credit(s)

### **Select One of the Following**

- ~~[COMM 4240 - Technical Writing](#) 3 Credit(s)~~
- ~~[ENGL 3120 - Grant and Technical Writing](#) 3 Credit(s)~~

### **Civil Engineering Core (29-30 Credits)**

- [CCET 1040 - Introduction to Residential Architecture Using AutoCAD](#) 3 Credit(s)
- [CCET 2240 - Plane Surveying and GPS](#) 2 Credit(s)
- [CCET 2245 - Plane Surveying and GPS Lab](#) 1 Credit(s)
- [CCET 3670 - Civil Design](#) 3 Credit(s)
- [CE 4055 - Capstone Design](#) 3 Credit(s)
- [CE 4100 - Design of Reinforced Concrete Structures](#) 3 Credit(s)
- [CM 3240 - Estimating and Bidding](#) 3 Credit(s)
- [CM 4300 - Construction Project Management Leadership](#) 3 Credit(s)
- [CM 4880 - Construction Documents and Administration](#) 3 Credit(s)
- [ENGR 2140 - Strength of Materials](#) 3 Credit(s)
- [ENGR 2145 - Strength of Materials Lab](#) 1 Credit(s)
- [CE 3100 - Structural Analysis](#) 3 Credit(s)
- ~~[ENGR 4050 - Structural Analysis](#) 3 Credit(s)~~
- [ME 3300 - Fluid Mechanics](#) 3 Credit(s)
- [ME 3305 - Fluid Mechanics Lab](#) 1 Credit(s)

### **Select One of the Following**

- [MATH 1031 - Statistical Reasoning](#) 3 Credit(s)
- [MATH 1040 - Statistical Inference](#) 4 Credit(s)
- [MATH 3700 - Probability and Statistics](#) 4 Credit(s)

## Civil Engineering Breadth (129 Credits)

Select ~~912~~ credits from the following:

- [CE 3200 - Hydraulic Engineering and Hydrology](#) 3 Credit(s)
- [CE 3300 - Introduction to Transportation Engineering](#) 3 Credit(s)
- [CE 3400 - Introduction to Environmental Engineering](#) 3 Credit(s)
- [CE 4150 - Soils and Foundations Design and Construction](#) 3 Credit(s)
- [CM 4600 - Heavy Civil Construction Design, Methods, and Equipment](#) 3 Credit(s)

## Select One of the Following

~~Only one of the following may be counted toward the 12 credits of CE breadth courses:~~

- ~~• [CE 4100 - Design of Reinforced Concrete Structures](#) 3 Credit(s)~~
- ~~• [CE 4110 - Structural Steel Design](#) 3 Credit(s)~~

## Civil Engineering Electives (6 Credits)

Select 6 credits from the following:

- [CE 3710 - Land Development Engineering](#) 3 Credit(s)
- [CE 4110 - Structural Steel Design](#) 3 Credit(s)
- [CE 4120 - Timber Design](#) 3 Credit(s)
- [CE 4310 - Highway Planning and Design](#) 3 Credit(s)
- [CE 4410 - Water and Wastewater](#) 3 Credit(s)
- ~~[CM 3240 - Estimating and Bidding](#) 3 Credit(s)~~
- [ENGR 2170 - Programming for Engineers](#) 3 Credit(s)
- [ENGR 4900 - Special Topics](#) 1 Credit(s)
- ~~[ME 3200 - Thermodynamics](#) 3 Credit(s)~~
- ~~[ME 4300 - Vibrations](#) 3 Credit(s)~~
- Civil Engineering Breadth courses may also be used to satisfy Civil Engineering Electives if they are not used to meet the Civil Engineering Breadth requirement.

## Free Electives (0-8 Credits)

Total elective credit is determined by General Education courses taken, degree type selected, additional credits earned, and any additional math or other prerequisite courses needed. For a bachelor's degree, students must earn a minimum of 40 upper-division credits (courses numbered 3000-4999). Students may need to select additional upper-division courses not included in their major requirements in order to reach this minimum. Please consult your [Student Success Advisor](#) for details.

**Total Credits, B.S. Degree: 120-1268**

**Utah System of Higher Education  
Notification of Changes to Existing Academic Program**

**Institution Submitting Request:** Southern Utah University

*Current* *NEW (if applicable)*

**Program Title:** Physical Education - Exercise Science Emphasis **Exercise Science**

**Sponsoring School, College, or Division:** College of Health Sciences

**Sponsoring Academic Department(s) or Unit(s):** Department of Kinesiology and Outdoor Recreation

**Classification of Instruction Program Code<sup>1</sup>:** 31.0505

**Min/Max Credit Hours Required for Full Program:** 31 / 40 /

**Proposed Effective Term for Program Change<sup>2</sup>:** Fall 2022

**Institutional Board of Trustees' Approval Date:**

**Award Type:** Minor

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>

**Program Change Type (check all that apply):**

**Program Change Description/Narrative**

*Briefly describe program change. For program discontinuance or suspension, include teach out plan.*

Several years ago, the Department of Kinesiology and Outdoor Recreation split off the Exercise Science emphasis from the B.S. in Physical Education into a stand-alone major. However, the corresponding minors (Physical Education - Teaching/Coaching Emphasis and Physical Education - Exercise Science Emphasis) were left alone as an oversight. This name change is to bring the Exercise Science minor in line with the major and lessen confusion among students.

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
Date:

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education  
Notification of Changes to Existing Academic Program**

**Institution Submitting Request:** Southern Utah University

**Program Title:** *Current* Physical Education - Teaching/Coaching Emphasis *NEW (if applicable)* Physical Education - Teaching/Coaching

**Sponsoring School, College, or Division:** College of Health Sciences

**Sponsoring Academic Department(s) or Unit(s):** Department of Kinesiology and Outdoor Recreation

**Classification of Instruction Program Code<sup>1</sup>:** 13.1314

**Min/Max Credit Hours Required for Full Program:** 37 / 38 /

**Proposed Effective Term for Program Change<sup>2</sup>:** Fall 2022

**Institutional Board of Trustees' Approval Date:**

**Award Type:** Minor

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>

**Program Change Type (check all that apply):**

**Program Change Description/Narrative**

*Briefly describe program change. For program discontinuance or suspension, include teach out plan.*

Several years ago, the Department of Kinesiology and Outdoor Recreation split off the Exercise Science emphasis from the B.S. in Physical Education into a stand-alone major. However, the corresponding minors (Physical Education - Teaching/Coaching Emphasis and Physical Education - Exercise Science Emphasis) were left alone as an oversight. This name change is to bring the PE - Teaching/Coaching minor in line with the major and lessen confusion among students.

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
Date:

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education  
Notification of Changes to Existing Academic Program**

**Institution Submitting Request:** Southern Utah University  
*Current* *NEW (if applicable)*

**Program Title:** Athletic Training

**Sponsoring School, College, or Division:** College of Health Sciences

**Sponsoring Academic Department(s) or Unit(s):** Department of Kinesiology and Outdoor Recreation

**Classification of Instruction Program Code<sup>1</sup>:**

**Min/Max Credit Hours Required for Full Program:** 120 / 120 /

**Proposed Effective Term for Program Change<sup>2</sup>:** Fall 2021

**Institutional Board of Trustees' Approval Date:**

**Award Type:** BS

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>

**Program Change Type (check all that apply):**

**Program Change Description/Narrative**

*Briefly describe program change. For program discontinuance or suspension, include teach out plan.*

When the Master of Athletic Training program was approved to begin at SUU in Fall 2019, the undergraduate BS in Athletic Training was placed on a teach-out plan for any remaining undergraduate students. With the changes to licensure requirements for athletic trainers, all students would need to complete a master's degree in order to enter to the workforce, so the baccalaureate degree would be moot. The two-year teach-out has been completed as of Summer 2021 (all undergraduate students have either graduated or entered the master's program), so the BS in Athletic Training has been discontinued as of Fall 2021.

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
Date:

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education  
Notification of Administrative Unit Change**

**Institution Submitting Request:** Southern Utah University

**Proposed Effective Date<sup>1</sup>:** 07/01/2022

**Institutional Board of Trustees' Approval Date:**

**Existing Unit Title:** Department of Computer Science and Information Systems

**Sponsoring School, College, or Division:** College of Engineering and Computational Sciences

**Sponsoring Academic Department(s) or Unit(s):** Department of Computer Science and Information Systems

**Proposal Type:**

<input checked="" type="checkbox"/>	Name Change of Existing Unit to Department of Computer Science and Information Security
<input type="checkbox"/>	Administrative Unit Transfer
<input type="checkbox"/>	Administrative Unit Restructure (with or without Consolidation)
<input type="checkbox"/>	Administrative Unit Suspension
<input type="checkbox"/>	Administrative Unit Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit
<input type="checkbox"/>	Reinstatement of Previously Discontinued Administrative Unit

**Administrative Unit Description/Rationale**

*Briefly describe the changes to the administrative unit.*

The department formerly had programs in Computer Science and Information Systems. The Information Systems degree was discontinued in Fall 2021, and a degree in Cybersecurity was implemented. As such, it makes sense to change the unit name, and the name Computer Science and Information Security encompasses both majors and has the added benefit of not requiring changes to existing logos and abbreviations.

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_

Date:

<sup>1</sup> "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.

I understand that checking this box constitutes my legal signature.